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AUTHOR Sim, Yong Sup
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ABSTRACT

Divided into five parts, this report describes a research project which used the Delphi method to identify the future roles of the library at Mercer County Community College through 1986, and to set priorities for those roles. The introductory section includes definitions of the problem, the terms used, the subject, and the organization of the study, as well as a review of the literature. A discussion of procedures and methodology focuses on the participants--faculty/staff, students, librarians from other institutions, and a jury of experts--and the three questionnaires used to gather data. Analysis of the data from all three rounds is described, and the ten roles considered to be the most significant are listed. The summary and recommendations include a priority-ranked list of 79 future library roles. Graphs and tables are used to display data throughout the report and a bibliography is included. A list of the participants, copies of the three questionnaires, and the primary role statements generated by the first questionnaire are appended. (JD)

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IDENTIFYING THE FUTURE ROLES OF THE LIBRARY AT
THE COMMUNITY COLLEGE: A DELPHI STUDY

Yong Sup (Sam) Sim

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A MAJOR APPLIED RESEARCH PROJECT PRESENTED
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY
September, 1977

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Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

IDENTIFYING THE FUTURE ROLES OF THE LIBRARY AT
THE COMMUNITY COLLEGE: A DELPHI STUDY

by

Yong Sup (Sam) Sim
September, 1977

The need of identifying the future roles of the library at Mercer County Community College (MCCC) has been determined to be a very important and critical matter. Without understanding the real roles played by the library on the college campus, one can neither plan nor utilize its potential to the fullest extent.

The study was designed to use one of the futurist research methods, the Delphi Technique, to call upon experts in the college community to consider what the roles of the library should be in the immediate future through 1986 at Mercer County Community College. This study also attempted to set priorities for these roles.

An extensive review of the pertinent literature related to the problem under study was conducted. The review work was divided into two parts. The first part dealt with the role of the community college libraries in general and the second part covered the development and use of the Delphi method.

This study was undertaken with the approval of the doctoral committee at Nova University and the college officials at MCCC, and used three groups of one-hundred participants. The participants were selected randomly from the population of the faculty/staff and students at MCCC and librarians working in other New Jersey colleges and universities.

Two advisory committees have been used for this study. The main functions of these two committees were to advise and evaluate the study. The former consisted of seven library professionals. This committee served as the Jury of Experts. The latter was a college-wide committee who evaluated the results of the study for possible implementation at the college in the future. Nine key administrators of the college served as the committee members.

The study consisted of three successive rounds of Delphi questionnaires interspersed with appropriate feedback of information and opinion.

In Round I, the participants were asked to suggest the roles for the MCCC library. In Round II, the participants

were given a list of seventy-nine generic role statements developed in Round I and were asked to rate each statement on a seven-point scale to indicate their perception of the importance of the role. In Round III, the average rating was reported for each item and the participants were asked to re-rate the items in light of the group opinion. They were also asked to write their minority opinion if they did not agree with the group consensus on Questionnaire III.

A selective listing of the seventy-nine suggested roles for the MCCC library, together with rating scores which indicated relative importance, constituted the major data obtained from the study.

One hundred people participated in Round I and generated four hundred six role statements initially. These four hundred six items were reduced to one hundred fifty-four items by eliminating many obvious duplications and grouping those similar in thought under the eighteen subject headings. These one hundred fifty-four items grouped under eighteen categories were presented to the seven-member jury of experts. This process reduced the number to ninety-nine items. Then, a pilot study was conducted with these ninety-nine item questionnaires, and the final list of seventy-nine items was categorized under fifteen subject headings.

The recommended roles represented a wide range of library

activities. Many participants anticipated a primary function of the MCCC library would be that of helping the college community in the learning and teaching process.

Fifty-three participants completed Round II, and fifty completed Round III by ranking the seventy-nine statements according to the seven-point scale. Mean scores and standard deviations were computed to set priority rankings.

Nine items were rated above the mean score of 6 on the seven-point scale of importance. Fifty items received mean scores of between 5 and 6, sixteen items between 4 and 5, three items between 3 and 4, and only one item received under the mean score of 2.

A mean score of Round III was computed for each of the fifteen subject categories to provide the priority rankings among these fifteen subject groups. Microfilms, audio-visual services, and library orientation received higher than the mean score of 5.6. The priority rankings for the recommended future roles of the MCCC library were computed from the mean scores of Questionnaire III.

In order to determine if there were significant movement toward group consensus, a comparison of the standard deviations between Questionnaires II and III was compiled in Figure 1 and Table 9. Both Figure 1 and Table 9 indicated that standard deviation of all of the seventy-nine items became smaller

between Rounds II and III, which means that movement toward group consensus did result from the study.

To determine whether the student group responded significantly differently from the faculty/staff group, the t-test was used. Table 10 was compiled from the t-test computations. The results of the analysis shown in Table 10 indicate that nine individual items appeared as significantly different at 0.05 of two-tail probability level.

Through a simplified three-step Delphi method, the nine-member college-wide advisory committee evaluated the seventy-nine role statements. Overall, the committee agreed with the priority rankings set by participants. They also believed that the library would play a more vital role in the educational process at the MCCC in the coming years.

Based on the data and observations presented in this study, twenty recommendations were cited for possible courses of action to improve the library services at MCCC in the immediate future through 1986.

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I. INTRODUCTION

Generally, the library is considered to be an indispensable element on the college campus. One cannot imagine a college without a library, because it is not only a symbol of college life but an extension of the classroom and teaching tool for faculty. The college library also provides materials for general and recreational needs, reference service, and other assistance to the entire surrounding community. Above all, it serves as the cultural center of the campus. Therefore, many educators have described the library as "the heart of the college."

However, the role of the library has been challenged from time to time by many students, faculty, and administrators. A recent three-month initial user survey conducted at Mercer County Community College (MCCC) shows that only seventeen per cent of the student body find the library services to be essential to completion of their course work at the college, and forty-nine per cent claim that their assignments do not usually require use of library materials.¹

¹Based on a general user survey done by the writer at Mercer County Community College Library in March, 1976. Tabulated results available at the college library.

In addition, a search of relevant literature indicates that a similar low use of library services and materials has been reported in many campuses throughout the country.²

Many user studies indicate that student library use is mostly dependent upon the instructor's teaching method, attitude toward use of the library, and awareness of its collection. The studies show that about ninety per cent of library materials used by students, as reflected by circulation, are course related.³

Yet, an initial faculty survey for this study shows that only thirty per cent of the faculty placed library materials on reserve for their students' use, ten per cent required their students to use library materials from their reading lists, five per cent required their students to listen or view audio-visual materials in the library, and the remaining fifty-five per cent never required or asked their students to utilize the library materials during the fall semester,

²Richard Wildred Hostrop, "The Relationship of Academic Success and Selected Other Factors to Student Use of Library Materials at College of the Desert" (Unpublished Doctor's Dissertation, University of California at Los Angeles, 1966). p. 56.

³Larry Lynn Hardesty, "Students Use of the Library at Kearney State College" (Unpublished Master's Thesis, University of Wisconsin, 1974), p. 49.

1975, at Mercer County Community College.⁴

Though there is a vast chorus affirming the virtues of libraries in learning, the contradictory evidence above makes one not only wonder how indispensable a library is but raises considerable doubt as to whether a library will be important at all in two-year colleges in the future.

If the role of the college library is an indistinct concept not subject to precise measurement or easy assessments,⁵ an attempt to identify the future role of the library is a very important and critical matter. Without understanding the real roles played by the library on the college campus, one can neither plan nor utilize its potential to the fullest extent. The library's role changes constantly as the society changes, and anticipated plans for library use in the educational environment must also change accordingly. Many socio-economic factors will influence the roles of the college library in the coming decade, such as adding new or changing present curricula to meet societal demand and changing

⁴Based on a survey of randomly selected thirty-five faculty members by the writer at Mercer County Community College in October, 1975 to determine their use of the library. The tabulated results are available at the College Library.

⁵Richard Leo Waddle, "The Role of the Library in the Community College with Particular Reference to the State of Washington" (Unpublished Doctor's Dissertation, Washington State University, 1967), p. 3.

teaching methods to reflect electronic and scientific development.

Trends indicate that the recent dramatic increase in part-time college attendance will continue into the next decade. Courses offering off-campus credits will move the "classroom" to where the students are. Shorter working hours will allow more people than ever to go to college for the fun of it, just to explore fields of learning that may have nothing to do with careers and job advancement. There will be expanded interest and requests from many students desiring life-long learning to enjoy life's cultural and social rewards. The demand for career preparation will also rise. As automation takes over many of the skill areas in business and industry, the need for retraining people in the health, welfare, and other public services areas will develop. Thus, higher education, once considered the luxury of the upper and the intellectual middle classes,⁶ will become a necessity for the general public.

⁶Lewis B. Maybnew, College Today and Tomorrow (San Francisco: Jossey-Base, 1969), p. 231.

Other socio-economic factors that will influence the role of the community college library in the next decade are the declining full-time student population related to the low birth rate of the sixties, information explosion, mass media, unstable economic climate and energy shortages, and changing values and modes of the society. These factors will also force librarians to set priorities in many roles the library should play.

Statement of the Problem

The purpose of this major applied research project, therefore, was two-fold: (1) to identify the future roles of the library at Mercer County Community College through 1986, and (2) to set priorities for these roles. The study was designed to use one of the futurist research methods, the Delphi technique, to call upon experts in the college community to consider together what the roles of the MCCC library should be in the immediate future through 1986. The study also led to a series of recommendations to improve the library's role in instructional programs of the college.

Implications and Significance

Identifying the future roles of the MCCC library is not only vital to the library staff, but also significant to the

college as a whole. By knowing the direction in which it is supposed to move, the library will be able to allocate its resources wisely to meet the needs of patrons, because those role statements are mostly what they want to see and what they think the library should do.

The study also analyzed the present services and facilities. Thus, the written general statements obtained may be used in other community college libraries as a library role inventory. Also, this study will help to make the library staff alert to the needs of faculty and students in the coming decade.

In virtually every decision that a librarian makes, he or she must consider some kind of forecast. Sound predictions of public demands and social changes are necessary in library operation where serving public demands comes first. Should librarians as a profession fail to define the library's future roles clearly and rationally in an era of fiscal uncertainty, it will become terribly difficult to justify sufficient financial support.

Research Questions

In developing and setting priorities for the roles of the MCCC library, the study attempted to answer the following

research questions:

- (1) What are the future roles of the library in a community college as identified by a panel of faculty/staff and students?
- (2) What priorities does this panel attach to these various roles?
- (3) Do members of each participating group have different opinions about the relative importance of roles of the library?
- (4) What are the evaluations of these roles and priorities by the college-wide advisory committee?

Definition of Terms

Following are definitions of terms used in the study:

Delphi Technique...The Delphi technique is a research method developed at Rand Corporation which attempts to make effective use of informed intuitive judgments by identified experts in a given field of inquiry. It is also known as Delphi method or Delphi.

Role...Assumed function of the library. For the purpose of this study, no distinction was made between roles, tasks, aims, objectives, goals, and functions. These words are used interchangeably.

Limitations of the Study

The limitations of this study were:

- (1) There was no attempt to generalize the results to a larger population.
- (2) The consensus items were not field tested.
- (3) There was no weighting of the groups to compensate for expertise, and the rating of identified roles were limited to the perceptions of those persons who participated in the study.

The Mercer County Community College Library

Mercer County Community College was established in Trenton, New Jersey, by the unanimous vote of the Mercer County Board of Chosen Freeholders on January 11, 1966, in accordance with the County College Law (N.J.) of 1962, to meet the educational needs of the growing community.

Mercer County, which is served by the college, is located in the central part of the State of New Jersey and covers 228 square miles. In 1970, the county had a population of 304,116 people⁷ and an assessed value of 2.32 billion dollars.⁸

⁷Delury, George E. The 1975 World Almanac and the Book of Facts (New York, Newspaper Enterprise Association, 1974), p. 193.

⁸Smith, Joseph E. New Jersey State Industrial Directory (New York: N.J. State Industrial Directory, 1975) p. 219.

In July, 1967, Mercer County Community College merged with Trenton Junior College and School of Industrial Arts, an institution founded in 1901. It was housed in antiquated facilities and lacked an adequate financial base, relying heavily on student tuition for its operations. After the merger, the college was able to start its academic program with 153 full-time staff in the summer of 1967 in existing interim facilities. The first regular academic year (1967-68) for the new college saw 1,247 full-time students enrolled, including 515 returned former Trenton Junior College students. Part-time enrollment totaled 1,571.

In June, 1972, the college moved to its new \$23,000,000 campus, which consisted of twelve buildings occupying 436,000 square feet on a 292-acre tract in West Windsor Township. The new Kerney Center, which has 32,000 square feet, was opened in the City of Trenton in spring, 1976. The Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools granted the college full accreditation in April, 1970, and again in January, 1976.

As of spring, 1976, the college had increased its enrollment of full-time students from 1,247 (1967) to 3,200 and of part-time students from 571 (1967) to 4,500.

The MCCC library on the West Windsor campus has its own building with 27,753 net square feet of functional area. The assignable square feet per full-time student is 9.8, which means that the MCCC library has 0.3 square feet more per student than an average of other New Jersey county college libraries.⁹ It is located at the northwest end of the campus complex and serves the educational, cultural, and recreational needs of the college community.

The MCCC library has a collection of over 55,000 volumes and adds approximately 3,000 volumes each year. It subscribes to over 700 periodicals and has more than 10,000 audio-visual materials such as phonodiscs, cassettes, and microfilms. It has many independent study facilities including carrels equipped to receive televised and video-taped programs, ten group-study rooms, and a conference room. A typing room for student use is located on the second floor. To administer library services, the MCCC library has a staff of five professional librarians, two technical assistants, and four clerical workers. It is open seventy hours in a week during the academic year.

⁹Department of Higher Education, State of New Jersey. Community College Finances 1974-75 (Trenton, N.J.: 1974) pp. 19-53.

Organization of the Study

The study was reported in five chapters. Chapter I included the introduction, the statement of the problem, the implication and significance of the study, research questions, definitions of terms used, limitations of the study, the MCCC library, and organization of the study.

In Chapter II, a review of related research literature was presented. This review included two major areas: the related literature concerning the roles of the community college library, and the Delphi method.

Procedures and methodology were described in Chapter III. The approval of the proposed project, selection of participants, development and administration of questionnaires, the use of the college-wide advisory committee, and data treatment were included in this chapter.

Chapter IV contained the analysis of the collected data including generation of the statements, priority setting, promotion of consensus, group differences and evaluations by the college-wide advisory committee.

Chapter V included a summary of the study, conclusions and recommendations. The appendices included the list of all participants, copies of all the Delphi instruments and complete listings of the participants' comments on the questionnaires.

II. REVIEW OF RELATED LITERATURE

The pertinent literature was screened through Library Science Dissertations, 1925-1972.¹ Library Literature, 1950-1976,² Education Index, 1966-1976,³ Resources in Education, 1972-1976,⁴ and Dissertation Abstracts 1972-1976.⁵

In addition to the collection at the MCCC library, collections of several nearby major libraries were checked for the purpose of this chapter. They were Firestone Library

¹Gail A. Schlachter and Dennis Thomison, Library Science Dissertation, 1925-1972, (Littleton, Colorado: Libraries Unlimited Inc., 1974).

²Library Literature: An Index to Library and Information Science 1967-1976, (New York: H. W. Wilson Company, 1967-1976).

³Education Index: A Cumulative Author Subject Index to a Selected List of Educational Periodicals, Proceedings and Yearbooks, 1966-1976. (New York: H. W. Wilson Company, 1966-1976).

⁴Educational Resources Information Center, Resources in Education, 1972-1976, (Washington, D. C.: Government Printing Office, 1972-1976).

⁵Dissertation Abstracts: Abstracts of Dissertations and Monographs in Microfilms, 1972-1976, (Ann Arbor, Michigan University Microfilms 1972-1976).

at Princeton University, Rutgers University Library, New Jersey State Library, Trenton Free Public Library, Roscoe L. West Library at Trenton State College, Franklin Moore Library at Rider College, and Burlington County Community College Library.

The researcher made every effort to insure that the literature reviewed in this chapter was directly related to the problem under study. The review work was divided into two sections. The first section dealt with the role of the community college libraries, and the second section covered the development and use of the Delphi method.

Related Literature Concerning the Role of the Community College Library

One of the earlier studies about community college libraries was Wheeler's book, The Community College Library: A Plan for Action,⁶ which was based on her previous year's dissertation, "The Community College Library: An Appraisal

⁶Helen Rippier Wheeler, The Community College Library: A Plan for Action (Hamden, Connecticut: Shoe String Press, 1965), p. 170.

of Current Practice."⁷ The study was the result of a questionnaire sent out in 1964 to one hundred ninety-eight community college libraries. The stated purpose of the author was to provide a set of criteria applicable to the comprehensive community college library by exploring the way library programs support the curricula and philosophy of the college. Wheeler stated that a community college faculty should include educators experienced in integrating library use with their teaching.⁸ "Current Community College Library Practice" mentioned in the book obviously became a part of the history of the community college libraries. However, Chapter V, "The Future of the Community College Library Program," is still a part of the future as far as the MCCC library is concerned.⁹

A study by Knapp revealed that student use of the college library occurred almost exclusively in connection with course work. Twenty per cent of the students accounted for more than half of the borrowing, and twenty-five per cent of

⁷Helen Ripplier Wheeler, "The Community College Library: An Appraisal of Current Practice: (Unpublished Doctor's Dissertation, Columbia University, Teachers College, 1964).

⁸Wheeler, The Community College Library: A Plan for Action, p. 91.

⁹Ibid., pp. 29-55, pp. 77-94.

the courses accounted for almost ninety per cent total circulation.¹⁰ In searching for reasons why some students use the library materials and others do not, Knapp pointed out:

Neither subject field, nor teaching method, nor kind of assignment, nor quality of students in a class is of crucial importance in determining whether or not a given course will be dependent upon the library. The only decisive factor seemed to be---and this is a subjective judgment---the instructor's attitude. Almost invariably students used the library less than the instructor expected them to. The evidence presented here indicated that the college library is not the heart of the college. Students read what they have to read.¹¹

Another study, by Skraback, collected data from four hundred twenty-one instructors in ten California public junior colleges on their college libraries. The study concluded that the faculty as a whole in those colleges he studied did not expect much from the library.¹²

Recently, a survey of the faculties of six California

¹⁰Patricia B. Knapp, College Teaching and College Library American College and Research Libraries Monograph no. 23, (New York: American Library Association, 1959), p. 29.

¹¹Patricia B. Knapp, "College Teaching and the Library," Illinois Libraries, XL. (December, 1958), pp. 828-831.

¹²Clement S. Skraback, "Faculty-Library Relationship in Ten California Public Junior Colleges" (Unpublished Doctor's Dissertation, University of California, 1953).

colleges was done by Nelson to measure faculty awareness and attitudes toward academic library service. Nelson reported that the average faculty member who responded to the questionnaire was aware of only fifty per cent of the reference services available to him from his college library.¹³ Nelson wrote that:

.....the faculty has indicated that it desires a full range of services. If the library is to maintain and enlarge services, librarians must be prepared and encouraged to exercise initiative in using more library resources to promote available service as well as to provide them consistently, competently, and vigorously. A first step should be to establish channels to communicate the availability of services to the faculty. The principal burden of responsibility for that communication resides with the academic library and its corps of librarians.¹⁴

In an attempt to discover what the college library contributes to the education of the college student, Hostrop conducted a study at the College of the Desert. The following facts were mentioned:

- (1) Junior college students use the library facilities for course purposes less than twenty-three per cent of their in-use time. The in-use of libraries facilities was chiefly as a study hall.

¹³Jerold Nelson, "Faculty Awareness and Attitudes Toward Academic Library Reference Services: A Measure of Communication." College and Research Libraries. XXXIV (September, 1973) p. 274.

¹⁴Ibid., p. 275.

- (2) Average student borrowed from the general collection at a rate of 18.96 loans for the academic year.
- (3) Library-impelling instructors shared common characteristics which included explicit assignments, provisions of specific titles or bibliographies. Continual follow-up on library assignments, requirement that sources be cited in student papers, insistence upon high standard and expression of their own fondness for books.¹⁵

Gates summarized the role of the community college in her recent book Guide to the Use of Books and Libraries:

The community college must provide the materials and services to support each of the programs offered--general education, vocational, technical, semiprofessional, and adult education--and to serve the needs of the widely different students who enroll in these courses and faculty members who teach them. The library also provides cultural activities for entire community and often serves as a center for community affairs.¹⁶

In discussing the future of higher education, Mood hypothesized that a local library would serve as a classroom, where students could get instructions from computer terminals

¹⁵Richard W. Hostrop, Teaching and the Community College Library. (Hamden, Connecticut: The Shoe String Press, 1968). p. 163.

¹⁶Jean Key Gates, Guide to the Use of Books and Libraries (3rd ed.; New York: McGraw-Hill, 1974), p. 35.

and the video university he proposed would be operated by "the cassette library."¹⁷

The "Guidelines for Two-Year College Learning Resources Programs" approved by American Library Association (Association of College and Research Libraries) indicates that the learning resources program has a fourfold role:

(1) to provide leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing those objectives, (2) to provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty, (3) to provide a staff qualified, concerned, and involved in serving the needs of students, faculty, and community, (4) to encourage innovation, learning, and community service by providing facilities and resources which will make them possible.¹⁸

In summary, relative literature indicated that the roles of the community college library have been considered very distinctive. In carrying out effectively the goals and philosophy of its mother institution and interests of its faculty and students, the library: (1) selects and acquires library materials; (2) prepares these materials for the use of students, faculty, and others; (3) provides reference and inter-library loan services; (4) provides supportive equipment;

¹⁷Alexander M. Mood, The Future of Higher Education: Some Speculations and Suggestions (New York, McGraw-Hill, 1973). p. 47.

¹⁸"Guideline for Two-Year College Learning Resources Programs," College and Research Libraries News, December, 1972, p. 307.

(5) gives instructions in the use of the library and supplements and continues classroom instruction; (6) interprets library collections to the administration, faculty, students, and community; (7) provides adequate and comfortable physical facilities for study.¹⁹ The same literature also revealed that a large number of studies have been conducted over an extended period of time about this subject. Most studies indicated the low use of the library by faculty and students and some indicated that this low use of the library was due to the lack of publicity and inadequate facilities and collections.

Related Literature Concerning the Development and Use of the Delphi Technique

The Delphi technique originated at Rand Corporation with related studies starting in 1963. Fourteen documents were produced at Rand between 1948 and 1963 dealing with the rudiments of the Delphi technique. The names of Dalkey, Gordon, Helmer, and Kaplan were prominent in this embryonic period. Since 1963, many hundreds of Delphi studies over a vast range of topics have been published by governmental and educational institutions.²⁰

¹⁹Yong Sun (Sam) Sim, "An Individualized Library Orientation Program in MCCC Library," Resources in Education, ED119651, July, 1976. p. 136.

²⁰Harold Sackman, Delphi Critique: Expert Opinion Forecasting, and Group Process (Lexington, Mass.: Lexington Books, 1975) ., p. xi.

The Delphi technique, a tool for forecasting future events or activities, utilizes a questionnaire format for organizing and shaping opinion through feedback from a group of experts or persons considered knowledgeable in the subject area under consideration.²¹ The technique usually involves iterative questionnaires administered to individual experts in a manner protecting the anonymity of their responses. The general procedure for Delphi is as follows: (1) the participants are asked to list their opinions on a specific topic such as scientific predictions or recommended activities; (2) the participants are then asked to evaluate the total list by a criterion; (3) each participant is given the list and a summary of responses to the items; if in the minority, he is asked to revise his opinion or interject his reason for remaining in the minority; and (4) each participant again is given the list, an updated summary, minority opinions, and a final chance to revise his opinions.²²

However, Dalkey recommends that this fourth step could be eliminated. He stated in one of his articles that about thirty experiments with the Delphi technique have been completed at

²¹Timothy W. Weaver, The Delphi Method: Background and Critique (Syracuse, New York: Education Policy Research Center, 1972), p. 12.

²²Norman P. Uhl, Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique (Durham, North Carolina: National Laboratory for Higher Education, 1971), p. 8.

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the Rand Corporation and elsewhere, and, in all cases where there was a consensus, the consensus increased between rounds two and three. Thereafter, the consensus remained stable or decreased slightly regardless of the number of rounds.²³

Many researchers have tried to compare the Delphi technique with other consensus-seeking methods. Dalkey affirmed that the Delphi experiments are at least as accurate as the consensus reached by a face-to-face group after a half-hour discussion on the subject.²⁴

Among several basic forecasting techniques, Delphi method was considered best in terms of accuracy for long term projection. Chambers, Mullick, and Smith reported that among five qualitative basic forecasting techniques, Delphi was much better than the other four methods in terms of accuracy in long term (two years and up) forecasting. The other four methods compared with Delphi were market research, panel consensus, visionary forecast, and historical analogy. Chambers, Mullick,

²³Norman C. Dalkey, "Experiments in Group Prediction," P-3820 (Santa Monica, California: Rand Corporation, March, 1968).

²⁴Norman C. Dalkey, "An Experimental Application of the Delphi Method to the Use of Experts: RM727-PR (Santa Monica, California: Rand Corporation, July, 1962).

and Smith pointed out that any set of information available to some experts and not others is thus passed on to the others, enabling all the experts to have access to all the information for forecasting; therefore, the Delphi method eliminates the bandwagon effect of majority opinion.²⁵

Van De Ven tested three types of consensus-seeking methods; group nominal process, face-to-face confrontation, and the Delphi method were compared in terms of two variables such as the quality of ideas and the perceived satisfaction by the groups of the consensus-seeking process.²⁶ Using analysis of variance on the means, he found that the group nominal process and Delphi method generated twice the number of ideas as the interacting group, and there was no significant difference in the perceived satisfaction between the group nominal process and the Delphi method. Van De Ven's findings provide statistical support to the researchers' claims, including Boehm's,²⁷ that Delphi does remove the negative side

²⁵John C. Chambers, Satinder K. Mullick, and Donald D. Smith, "How to Choose the Right Forecasting Technique" Harvard Business Review, July-August, 1971, p. 55.

²⁶Andrew Henry Van De Ven, "An Applied Experimental Test of Nominal, Delphi, and Interacting Decision-Making Processes," Dissertation Abstracts, (January-February, 1973), 3094A.

²⁷George A. Boehm, "Futurism: Not Oracles, Planners. They are Working to Shape Tomorrow," Think (July-August, 1970), pp. 16-22.

effect of face-to-face confrontation and chances of a vocal minority stampeding the majority, or vice versa.

Martino reaffirmed the advantages and successes of the Delphi method in one of his articles on the subject.²⁸ He also stated that the important Delphi elements that the researcher must consider are: (1) the willingness of experts to serve on the panel, (2) the means of presenting the questions, (3) the administration of a workable small panel of twenty-five to fifty, (4) provision for convergent thinking by panelists. This mental convergence should occur on the second or third round, making a fourth round unnecessary. Undoubtedly, the longer the delay between the rounds, the greater the chances are that the participants will lose interest for one reason or another.

In most Delphi studies, consensus was defined at the median response, and the interquartile range was normally computed and used as part of the feedback to the panel. The panel consisted of twenty to fifty people.

Helmer stated in his article entitled "The Use of the Delphi Technique in Problems of Educational Innovations,"

²⁸Joseph Martino, "An Experiment with the Delphi Procedure for Long-Range Forecasting," AFSOR 670175. Unclassified, 1967.

that there is a wide range of applications of the Delphi to educational planning, implementation, evaluation, and innovation. He also warned that not too much weight should be given to the substantive findings resulting from the pilot studies, although methodologically the endeavor was found promising.²⁹

In the library field, the Delphi method has not been widely used. However, it has been reported that a few studies utilized the Delphi method in recent years.

In 1972, Reisman, Kaminski, Srinivasan, Herling, and Francher did an operations research study and design of an optimal distribution network for selected public, academic, and special libraries in Greater Cleveland by using the Delphi method.³⁰

In the same year, Jetter reported that a group of fifty-three participants were used with three successive rounds of

²⁹Olaf Helmer, "The Use of the Delphi Technique in Problems of Educational Innovations," P-3499 (Santa Monica, California: Rand Corporation, December, 1966), p. 22.

³⁰A. Reisman, and others, "Timeliness of Library Materials Delivery: a Set of Priorities." Measuring the Quality of Library Services: A Handbook ed. by M. G. Francher, Beeler and others (Metuchen, N. J. : Scarecrow Press, 1974), pp. 73-77.

questionnaires to develop the roles of the school media specialist.³¹ A mean score and standard deviation for each of the fifty-eight role items were computed from the rating data obtained on both the second and third rounds to determine if there was movement toward group consensus.

Analysis of variance is the one statistical test most used in analyzing the results of a Delphi survey. Hensley,³² in his dissertation, "A Delphi Procedural Analysis of Role Function for the Special Education Supervisor in Diagnostic Clinics Service Sparsely Populated Regions in Missouri," applied the single classification analysis of variance technique on the responses of the ninety-eight participants who were asked to rank the role functions of a special education supervisor according to importance. Significant differences in the means on the two rounds of questionnaires occurred as the groups became more congruent in their responses.

In summary, the Delphi uses a series of three or four questionnaires. The first asks each participant to provide

³¹Margaret Ann Jetter, "The Roles of the School Library Media Specialist in the Future: A Delphi Study: (Unpublished Doctor's Dissertation, Michigan State University, 1972), p. 58.

³²Claude Hensley, "A Delphi Procedural Analysis of Role Function for the Special Education Supervisor in Diagnostic Clinics Service Sparsely Populated Regions in Missouri: Dissertation Abstracts XXXIII, 4 (January-February, 1973) 3438 A.

some initial input on the topic under investigation. The second consists of items developed from the first-round questionnaires, and it requests individual judgments in the form of priority ratings on each item. The third provides the respondent with some average of second-round responses for each item, usually in the form of a median or mode or mean. The participants are asked to reconsider their own second-round responses in light of this information and either to move to the group judgment or to state a reason why he or she feels a minority position is in order. The fourth questionnaire provides each participant with new consensus data, a summary of minority opinions, and requests a final revision of responses.

Many studies reported that this fourth step was not necessary because consensus usually appeared on the second and third rounds, and revealed that the Delphi method has been the most desirable method in long-term forecasting.

III. PROCEDURES AND METHODOLOGY

The purpose of this study was to identify viable roles of the library at Mercer County Community College, Trenton, New Jersey, through 1986 and to set priorities for these roles by using the Delphi method. Three rounds of Delphi questionnaires, each accompanied by a cover letter, were used in the study.

Participants in the study were first asked to suggest roles which they believed the MCCC library should play in the future. Then the participants were asked to rate each recommended role, indicating their perception of the importance of the role for the MCCC library in the future. Finally, the participants were given a report of the group rating for each identified role and were asked to indicate their agreement or disagreement with the majority opinion.

In this chapter, the procedures and methodology followed in the study are described. The approval of the project proposal, selection of participants, development of questionnaires, analysis of data, and utilization of a college-wide advisory committee are described in the following sections.

The Approval of the Project Proposal

In June, 1976, a project proposal was written by this

writer to develop the future roles of the MCCC library by using the Delphi method.

Letters requesting permission to conduct the study on campus were sent with copies of the proposal to: President of the College, Dean of Faculty, and Chairman of the Library Services Department. Approvals were obtained promptly. On June 7, 1976, President of the College gave his permission to conduct the study on the MCCC campus.¹ On June 9, 1976, Dean of Faculty approved use of the college facilities as long as the requirements of the project did not interfere with other college works.² Chairman of the Library Services Department promised his support for the project. In January, 1977, the proposal was revised and was finally approved by the doctoral committee at Nova University shortly afterwards.

Selection of Participants

Considering the fact that the success of this study was largely dependent upon the willingness and expertise of its

¹Based on personal correspondence of June 7, 1976, between Mr. John P. Hanley, President of Mercer County Community College, and the writer.

²Based on personal correspondence of June 9, 1976, between Mr. Donald L. Suppers, Dean of Faculty, Mercer County Community College, and the writer.

participants, the study used two groups of people who were directly affected by the roles of the MCCC library. These two groups were faculty/staff and students. A workable small panel of one hundred participants³ were used in this study.

Unlike other Delphi studies which have employed only experts in the field under investigation, this study used two groups of people who were not experts in the field of library services but were directly affected by the roles of the library. Faculty/staff and students who use the library often play a significant part in the determination of the future roles of the library.

Therefore, the definition of "experts" was expanded to include faculty/staff and students at Mercer County Community College. Librarians working at the college were included in the faculty/staff group.

A. Faculty/Staff (FAC)

The faculty list from the college's Faculty Handbook⁴ was used in selecting participants. The faculty and staff members were arranged by department: (1) Academic Skills Department, (2) Biology/Chemistry Department, (3) Business Department, (4)

³Fifty persons participated in the third and final round whereas one hundred respondents participated in the first round and sixty-five in the second round.

⁴Faculty Handbook of Mercer County Community College Trenton, New Jersey, 1976-1977, FHB 120.

Engineering/Architecture Department, (5) English/Foreign Language/Music Department, (6) Health/Physical Education Department, (7) Library Services Department, (8) Math/Physics/Computer Department, (9) Nursing/Allied Health Department, (10) Social Sciences Department, (11) Visual Arts Department, and (12) the remainder of all administrators and classified staff members. Then all members were numbered, beginning with one in each department. In January, 1977, two hundred names were chosen from the Faculty Handbook using the random number table.⁵ Because of the substantial investment of time involved, prospective participants were asked for a written commitment indicating their willingness to take part in the study.

Thirty-four of the number contacted agreed to participate in the study, and all participated in at least one out of the three rounds conducted between February and May, 1977.

TABLE 1
Faculty/Staff Participation by Round

Round no.	I	II	III
No. of respondents	34	27	25

⁵William L. Hays and Robert L. Winkler, Statistics: Probability, Inference, and Decision (New York: Holt, Rinehart and Winston, Inc., 1971), pp. 243, 246, 894.

In the second round, three questionnaires returned by respondents were not used because they missed the scheduled deadline for returns.

B. Students (STU)

A number-coded list of students, who enrolled in the fall semester of 1976-1977, was obtained from the MCCC computer center. Two hundred names were selected from this computer listing using the random number table. No distinction was made between part-time and full-time students in this study. In January, 1977, a letter was sent to each selected participant asking if he or she could participate in the Delphi study. A self-addressed and stamped post card was included for their convenience. Thirty-one students agreed to participate in the study.

TABLE 2
Students Participation by Round

Round no.	I	II	III
No. of respondents	31	26	25

In the second round, two questionnaires were not tabulated because they missed the scheduled deadline. Three letters were returned because participants had moved and left no forwarding addresses.

C. Librarians from Other Institutions (LIB)

To add more expert input into the study, a group of thirty-five librarians who work at the other colleges and universities in the State of New Jersey were included as participants. Since these librarians were not directly involved in Mercer County Community College, they participated only in developing roles in Round I, not in priority-setting procedures in Rounds II and III. The American Library Directory⁶ and New Jersey College and University Library Directory⁷ were used to recruit these participants.

Two hundred fifty librarians working at other colleges and universities were selected and were asked whether they wanted to participate in the study. Thirty-five librarians agreed to participate.

Thirty-five librarians who participated made significant contributions in developing the role statements. A few of this number also participated in the pilot study for Questionnaire II. A list of these participants is included in Appendix A.

⁶Helaine Mackeigan (ed), American Library Directory 1974-1975 29th edition (New York: R. R. Bowker Company, 1974,) pp. 571-607.

⁷New Jersey College and University Library Directory 1975, 12th edition prepared by Directory Committee, College and University section, New Jersey Library Association, pp. 37-53.

D. The Jury of Experts

The appraisals of the jury of experts were used in the refinement of each questionnaire and for verification of content validity. Jurists were selected on the basis of their familiarity and expertise concerning the future role of the library at the community college and use of Delphi questionnaires. Seven jury experts were used. The jury list is included in Appendix A with other participants.

Questionnaire I

A preliminary draft of the first questionnaire, with a cover letter, was submitted to the jury of experts. In accordance with the suggestions of the group, the questionnaire was revised (see Appendix B).

On February 8, 1977, Questionnaire I along with a cover letter explaining the Delphi method was mailed to one hundred participants. Questionnaire I was an instrument designed to help the participants generate their primary role statements concerning future roles for the MCCC library. Each person was asked to complete the statement that heads the questionnaire in as many ways as he or she desired and return it within two weeks. After two weeks, a follow-up letter was sent asking that the Questionnaire I be returned. All of the one hundred usable questionnaires were returned on time. These one hundred questionnaires generated four hundred six role statements.

These four hundred six primary role statements are listed as Appendix C.

TABLE 3
Participants in Round One by Group

Group	Participants
Faculty/Staff (FAC)	34
Students (STU)	31
Librarians (LIB)	35
Total	100

Questionnaire II

The developing role inventory was a major task in this study. The four hundred six primary role statements generated by Questionnaire I were grouped under eighteen subject headings. Many related ideas were combined into generic statements, and repetitive statements were omitted. Thus, the researcher was able to reduce the role statements to one hundred fifty-four statements in the drafting stage (see Appendix D).

Next, the preference role statements were prepared in a form designed to permit the researcher to analyze the perceptions of the respondents. The rating scale for the inventory was as follows: (a) very important (value of 7);

(b) important (value of 6); (c) somewhat important (value of 5); (d) indifferent (value of 4); (e) somewhat unimportant (value of 3); (f) unimportant (value of 2); and (g) very unimportant (value of 1).

The preliminary form of the Delphi Questionnaire II (see Appendix D) was designed and mailed to the jury of experts to: (1) insure the proper defining of the statements; and (2) identify any ambiguities in the statements for verification of content validity.

A refined form of Questionnaire II was developed as a result of the responses of the jury of experts. Based on the comments and suggestions of the jury, twelve statements were revised for clarification and fifty-five repetitive role statements were eliminated. The questionnaire consisted of ninety-nine items without subject headings.

A pilot study was conducted with this refined Questionnaire II (see Appendix E). Twelve participants (four participants from each group) were used who were randomly selected from the participants in Round I.

The purpose of the pilot study was to examine the responses of a small group in a controlled manner. Respondents who were in the pilot study were also used to determine the preciseness and clarity of the questionnaire as well as to study the reactions to the questionnaire using a small sample.

According to the results of this pilot study, the researcher

was able to eliminate twenty more repetitive role statements and to revise two additional statements. The remaining seventy-nine items were listed under fifteen subject headings.

On April 5, 1977, copies of the revised Questionnaire II (see Appendix F) were mailed to sixty-five participants of which thirty-four were faculty/staff, and thirty-one were students.

In preparing the second questionnaire, the researcher made special effort to guard against the fatigue effect. Because this six-page questionnaire was considered to be very long, it was anticipated that by the time respondents got around to answering the last few questions, they might become tired of answering questions and decide to omit questions, answer questions without giving the matter much thought, or lose enthusiasm and answer questions more negatively.

Therefore, the six-page questionnaire was divided into three parts by pages: Part A with pages 1-2, Part B with pages 3-4, and Part C with pages 5-6. Then, the researcher made up six different orders of questionnaires and stapled them as below:

Questionnaire	A	included	Parts	A	B	C
"	B	"	"	B	A	C
"	C	"	"	C	A	B
"	D	"	"	A	C	B
"	E	"	"	B	C	A
"	F	"	"	C	B	A

The six different packets of questionnaires were distributed

randomly. The future roles of the MCCC library listed under each subject heading were also ordered randomly and not by the order in which the researcher considered them to be important.

The same procedures were used in the third round.

TABLE 4
Numbers of the Role Statements by
Subject Headings in Questionnaire II

Subject Headings	No. of Related Role Statements
Audio-Visual Services (AV)	5
Curricula (CU)	4
Facilities (FA)	6
Innovations (IN)	4
Inter-Library Cooperation (IC)	2
Leisure and Recreational Needs (LR)	7
Library Administration (LA)	8
Library as a Community Center (CS)	4
Library Collections (LC)	10
Library Orientation (LO)	3
Library Technical Assistant Program (LTA)	2
Microforms (MM)	2
Non-Traditional Studies (NS)	9
Public Relations (PR)	5
Readers' Services (RS)	8
Total	79

Fifty-three participants returned the completed and usable questionnaires on time (81.5 per cent of the population used). Five questionnaires were returned too late to be used and three questionnaires sent to students were returned because they had moved and did not leave forwarding addresses. The

results were keypunched and the means and standard deviations were computed by using the SPSS⁸ program at the MCCC computer center.

Questionnaire III

Responses to Questionnaire II were used in preparing the third and final questionnaire. Questionnaire III (see Appendix G) was a duplicate of the second questionnaire except that each role statement selected by the participants in the second questionnaire was identified by being circled with an oval shape.

The purpose of Questionnaire III was to discover whether each participant agreed or disagreed with the average ratings of the importance of those roles. Therefore, should participants agree with the average ratings, they were asked to circle the number within an oval shape. Otherwise, they were asked to circle the number they believed to be appropriate and to write a brief statement explaining the reason for their selection (see Appendix H).

On May 9, 1977, Questionnaire III with a cover letter and a business reply envelope in which the questionnaire could be returned to the researcher were mailed to the fifty-three

⁸William R. Klecka and others, SPSS primer: Statistical Package for the Social Sciences Primer (New York: McGraw-Hill Book Co., 1975), p. 62.

participants who had completed and returned Questionnaire II. Thirty-five respondents returned and completed questionnaires within two weeks. Follow-up letters were mailed on May 23, 1977. Several phone calls were made to ask the remaining participants to return Questionnaire III. This third round produced fifty completed and usable questionnaires (94.3 per cent of the population used).

The Advisory Committee

A college-wide advisory committee was formed at Mercer County Community College to serve as a consulting group for the study. Unlike a jury of experts, the major functions of this committee were to evaluate the findings of the study and to recommend how to implement the results at the MCCC library. Therefore, the writer asked all key administrators in the college who could either implement changes or make recommendations concerning the results of the study to join the committee. Those individuals who participated in this committee are listed in Appendix I. Since the evaluation of this committee was based on the members' practical judgment and other circumstantial and financial elements, the committee's evaluation of the study was considered to be a very important part of the final analysis.

A simplified three-step Delphi method was used to allow the committee members to evaluate this study and to submit their recommendations for changes or improvements in MCCC library services.

A. The First Step

After the roles of the library were developed with priorities established, a copy of the result of the study with a cover letter (see Appendix J) was sent to each member of the advisory committee for his or her review. Within a week after this mailing, the writer visited four committee members and telephoned five committee members to get their initial evaluations as well as their opinions and recommendations. At this point, three committee members refused to fill out the essay type evaluation form unless the writer would provide an objective type of evaluation form so that they could just check or circle the numbers. Therefore, a different evaluation form was designed to supplement the first one (see Appendix K). All nine members returned their questionnaires. These initial statements generated by this procedure were included in Appendix L.

B. The Second Step

These individual comments were listed item by item with a descending scale of one to five (see Appendix M). This list was sent to the committee members with a brief instruction. They were asked to rank each statement according to the five-point

scale. All of these questionnaires were returned to the researcher within a week.

C. The Third Step

The third and last step of the advisory committee's contribution to this study followed the same procedures as Questionnaire III described elsewhere in this paper (see Appendix N).

The average rating for each statement was presented to each committee member. Each advisor was asked again to set new priority ranking while considering the average ratings on each statement.

The results of this third step are summarized in the following chapter.

Data Treatment

The major data derived from the study were the role expectations for the MCCC library. These data were analyzed to determine how participants in the study set priorities to these roles.

It was anticipated that some participants would defend individual opinions which differed from the majority opinion. These minority opinions were examined in relation to the major recommendations resulting from the study and listed in Appendix H.

Movement toward group consensus usually results from the

impellent of the Delphi method. It was anticipated that movement toward group consensus regarding the relative importance of the identified roles for the MCCC library would derive from this study.

A mean score and standard deviation for each of the seventy-nine role statements were computed from the rating data obtained on both Round II and Round III to determine if there was movement toward group consensus. A decrease in the standard deviation indicates movement toward consensus.

It was also anticipated that there would be differences in the expressed expectations for the future roles of the MCCC library between students and faculty groups represented in the study. To determine if there were any significant differences between these two groups, the researcher used the t-test on the means of Questionnaire III.

A significance level of 0.05 in the t-test was selected as indicating between-group differences.

Summary

This study used the Delphi method to develop the future roles of the MCCC library by involving three groups of one hundred participants. In Round I, a three-group of one hundred respondents participated in the study, a two-group of fifty-three in Round II, and fifty completed in Round III. The participants were selected randomly from the popula-

tion of the students, faculty, and staff at MCCC and librarians working in other New Jersey institutions.

The study consisted of three successive rounds of Delphi questionnaires interspersed with appropriate feedback of information and opinion.

In Round I, the participants were asked to suggest the roles for the MCCC library. In Round II, the participants were given a list of seventy-nine generic role statements grouped under fifteen subject headings and were asked to rate each statement on a seven-point scale to indicate their perception of the importance of the role. In Round III, the average rating was reported for each item and the participants were asked to re-rate the items in light of the group opinion. They were also asked to write their minority opinion if they did not agree with the group consensus on Questionnaire III.

A selective listing of suggested roles for the MCCC library, together with rating scores which indicated relative importance, constituted the major data obtained from the study.

The data were analyzed statistically to determine two different kinds of information. The computation was done by the MCCC computer facility. A mean score and standard deviation were obtained for the seventy-nine statements to determine what priorities this panel attached to these roles.

The t-test was used on the means of Questionnaire III to determine if each participating group held different opinions about the relative importance of roles of the library.

To receive recommendations and evaluations from the college-wide advisory committee for this study, a simplified three-step Delphi method was used. The statements are listed according to their priority settings in the following chapter.

IV. ANALYSIS OF THE DATA

The purpose of this chapter is to analyze the data in order to answer the research questions that were posited in Chapter I. The major data used in this study were the future role statements for the MCCC library through 1986.

Four questions were asked:

- (1) What are the future roles of the library in a community college as identified by a panel of faculty/staff, and students?
- (2) What priorities does this panel attach to these various roles?
- (3) Do members of each participating group have different opinions about the relative importance of roles of the library?
- (4) What are the evaluations of these roles and priorities by the college-wide advisory committee?

In addition, the future roles that resulted from the consensus will be discussed in this chapter.

Generation of the Statements

The most important task in this study was to generate statements of the roles and related functions of the MCCC library in the coming decade, because the rest of the process depends upon these participants' initial statements. Although

some Delphi studies have given the participants a list of statements to rank in the first round, this study asked them to evolve their own value statements in the first round and then formed the consensus in the second and third rounds.

One hundred people participated as individuals in Round I. Although they were grouped into three categories, the participants were never explicitly told what group they were in, nor did their responses on Questionnaire I (see Appendix B) reflect or relate to their group membership. Four hundred six role statements were generated, with people listing anywhere from one to nine items each. These four hundred six role statements are listed in Appendix C.

It was impossible to say that any one group was more concerned with a particular area; however, many participants focused on objectives rather than roles. Therefore, it was determined that no distinction would be made between role, task, aim, objective, goal and function in the study.

These four hundred six statements were initially reduced to one hundred fifty-four by eliminating many obvious duplications and grouping those similar in thought in eighteen subject headings (see Appendix D). Still too large a number for the questionnaire, the statements were reviewed by a group of the jury of experts to determine verification of content validity and to refine each role statement and to see if each had been

mentioned at least twice. This process reduced the number to ninety-nine items (see Appendix E). Then, a pilot study was conducted with these ninety-nine item questionnaires, and the final list of seventy-nine items in fifteen subject headings resulted, which became Questionnaire II (see Appendix F).

In Table 5, the seventy-nine role statements obtained from the study are arranged in order of the mean scores derived from the final round of rating. It can be stated that the Delphi method did produce the consensus of opinion regarding the future roles of the MCCC library.

Many of the role statements, e.g., items 28, 69, 29, 15, 75, 11, 30, 16, and 2, all of which were rated above the mean score of 6 on the seven-point scale of importance, suggests that the MCCC library will be a center for learning resources on the campus and will play a very important role in the future.

The same data also show that the fifty items received mean scores of between 5 and 6, sixteen items between 4 and 5, three items between 3 and 4, and only one item received under the mean score of 2.

Further study of the data in Table 5 shows that participants perceived a primary function of the MCCC library to be that of helping students and faculty in their learning and teaching process.

The recommended roles represent a wide range of operation

TABLE 5

Recommended Future Roles of the MCCC Library Arranged by Mean Scores

Mean	S.D.	Item No.	Role Statement
6.080	0.274	28.	To stress the role of the library as a learning resources center and the heart of the college
6.060	0.314	69.	To provide a relatively quiet area with writing space and comfortable seating areas
6.040	0.283	29.	To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces
6.040	0.343	15.	To obtain sufficient reference material in keeping with the library's function
6.040	0.402	75.	To provide aid to students in such areas as research and study improvement
6.020	0.377	11.	To secure an adequate budget to provide various levels of library services to meet the needs of the college community
6.020	0.377	30.	To provide more microfilm readers and reader-printers
6.020	0.286	16.	To provide a well-organized, easily-accessible, and high-quality collection of instructional materials which support the college curricula
6.000	0.404	2.	To instruct classes and individual students in research and reference techniques
5.980	0.377	71.	To offer an opportunity for LTA program students to gain experience working in the college library
5.980	0.473	7.	To perform continuous evaluation of library programs by means of appropriate techniques and measures
5.980	0.473	25.	To inform the college community of the types of materials and services available for learning and teaching through adequate public relations

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
5.960	0.283	62.	To continue present curriculum-oriented supplementary role for the college
5.960	0.283	55.	To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement
5.960	0.348	72.	To provide a general information service as a center for inquiry and information
5.960	0.450	61.	To consult with faculty regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses
5.960	0.450	9.	To secure the library's holdings, a security system
5.959	0.644	19.	To expand and maintain an up-to-date Vertical File
5.940	0.314	48.	To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits
5.940	0.240	50.	To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements
5.940	0.424	13.	To become more involved with other resource centers or libraries by establishing networks of information throughout the county and state
5.940	0.586	4.	To develop a better circulation system so that the library clients can use or check out materials with minimal effort
5.920	0.528	23.	To provide more programmed materials and a wider range of learning devices
5.920	0.488	32.	To introduce more learning seminars and workshops for instructors similar to ones offered during the intercession
5.920	0.305	3.	To provide a mediated orientation system for continuous self-instruction

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
5.920	0.340	41.	To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the college
5.920	0.340	18.	To provide up-to-date research materials including the use of television, videotapes, and other non-print materials
5.920	0.528	5.	To develop modern processing techniques which increase output and decrease time required for processing
5.900	0.364	54.	To provide resources for the experimentation, production, and evaluation of individualized learning materials
5.900	0.416	53.	To provide increased services to patrons for self-study and more for life-long learning
5.900	0.463	59.	To offer continued support with audio-visual materials and equipment for the increasingly popular audio-tutorial labs
5.880	0.328	31.	To provide non-print instructional resources for student use both in the library and by short-term loan
5.880	0.328	74.	To become a resource center for educational training and personnel development
5.880	0.385	34.	To serve as a preview and information center on film and other media available for all college courses
5.880	0.594	65.	To provide high-speed copy machines for photocopying
5.860	0.535	43.	To become a center of educational innovation in higher education
5.780	0.790	33.	To provide available televised speeches and talks by guest speakers on the campus for those who were unable to attend because of schedule conflict

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
5.776	0.665	76.	To be main center for storage and dissemination of print and non-print media and audio-visual equipment
5.760	0.870	52.	To provide reorienting services to accommodate students who are starting college careers later than immediately after high school
5.720	0.730	20.	To maintain an archival collection for the college
5.160	0.738	78.	That the library is very important to the college and should be accessible to all students at all times by increasing the hours of operation
5.100	0.463	60.	To provide expanded academic support for the faculty by analyzing what is happening and showing how the library can assist them in teaching their courses
5.100	0.763	44.	To provide cultural enrichment and create ideas through the display of art objects and other exhibits of interest to the college community
5.100	0.863	66.	To provide typing facilities for those who do not have such facilities
5.080	0.274	63.	To provide a reading and writing center staffed throughout the day to assist with subject matter
5.080	0.396	17.	To supply leadership and expertise in collection building to support the philosophy and goals of the college
5.080	0.488	27.	To establish communications regularly with newspapers, TV and radio stations for "public service announcements" regarding lib. activities
5.080	0.528	1.	To offer a credit course in the use of reference materials
5.060	0.550	58.	To develop individual learning modules for various career courses

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
5.060	0.652	12.	To initiate consortium efforts to avoid duplicate collections
5.041	0.286	51.	To become involved in the learning process for students in a college-without-walls program
5.040	0.428	39.	To provide continuing educational aid to all members of local community
5.040	0.493	22.	To provide additional ERIC(Educational Resources Information Center) materials
5.020	0.553	40.	To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development
5.020	0.845	8.	To speed up book returns, to reinstate a fine policy
5.020	0.937	14.	To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them
5.000	0.456	73.	To conduct "Great Books" discussion or other similar book review activities for library users
5.000	0.756	68.	To provide conference rooms and informal meeting areas for discussion and group meetings
5.000	0.808	49.	To provide a place to break the strain of constant learning by relaxing with recreational reading and viewing materials
4.980	0.428	36.	To be an information center for the local community
4.980	0.742	24.	To act as a public relations agent of the college by promoting college curricula and courses
4.980	0.839	57.	To provide testing facilities for CLEP (College Level Examination Program) and other learning programs

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
4.980	0.958	70.	To offer paraprofessional courses in library science
4.960	0.450	42.	To be more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers
4.940	0.586	26.	To form a library committee which should include appointed or elected members from the student body, faculty, and staff
4.940	0.652	77.	To provide staff development services for the college
4.940	0.935	6.	To produce teaching resources if materials are not available commercially to meet educational needs
4.940	1.091	10.	To provide better delivery systems to eliminate need for customers to come to the library
4.920	0.665	38.	To permit the outside community to circulate library materials and use the library facilities for meetings and workshops
4.900	0.463	35.	To provide films that represent the most contemporary art or literary form
4.880	0.773	21.	To become a depository library of government documents for this area
4.820	0.839	56.	To become a center for gifted students
4.780	0.790	79.	To provide computer- produced book catalogs to make them available at various locations throughout the college including instructors' offices
4.680	0.913	67.	To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, movies or documentaries might be shown in a viewing room
4.680	0.957	37.	To provide educational resources and facilities for community development

TABLE 5 (continued)

Mean	S.D.	Item No.	Role Statement
3.840	0.366	46.	To sponsor and house extra-curricular activities, programs, and events
3.620	0.967	47.	To become a social center for like-minded people to meet and to discuss matters of their interest and get together just for relaxing conversation
3.500	1.282	64.	To provide a section in the library where parents can leave their children while they browse or study
1.880	0.480	45.	To provide a place for people to come and play chess, checkers, etc.

for the MCCC library. Items such as 4, 5, 33, 42, 55, 60, and 79 suggest that the library will utilize modern technology to expand the scope of resources available to meet the needs of the college community.

During the final round of rating, numerous minority opinions, which differed from the reported average rating scores, were expressed by participants. These opinions are listed in Appendix H.

Many of the minority opinions expressed a common thought; namely, that some of the roles recommended for the library belong to some other offices of the college, e.g., the office of Institutional Research, the College Publications and Information Services, the Student Center, and the Graphic Department. A few participants felt that the role statements represented almost all college activities and consistently high priority ratings were given for most of the statements represented.

In Table 6, item 45 received a dichotomous rating in both Rounds II and III. While a majority of the group rated it lowest priority in both rounds of rating, three participants put the highest number in Round II and two participants put the highest number in Round III. This indicates that most people do not see the library as a place of idle recreation and also indicates that the participants filled out the questionnaires

TABLE 6

Distribution of Means and Standard Deviations for
Seventy-nine Items in Round II AND Round III

Role No.	Round II		Round III	
	Mean	S.D.	Mean	S.D.
1.	4.820	1.662	5.080	0.828
2.	6.204	0.957	6.000	0.404
3.	5.837	1.106	5.920	0.396
4.	5.600	1.654	5.940	0.475
5.	5.755	1.347	5.920	0.528
6.	5.412	1.383	4.940	0.935
7.	5.878	1.033	5.980	0.473
8.	5.163	1.688	5.020	0.845
9.	6.240	1.349	5.960	0.450
10.	5.880	1.239	4.940	1.091
11.	6.444	0.792	6.020	0.377
12.	4.939	1.952	5.060	0.521
13.	4.940	2.094	5.020	0.937
14.	4.940	2.094	5.020	0.937
15.	6.420	0.731	6.040	0.348
16.	6.440	0.771	6.020	0.286
17.	5.350	1.389	5.080	0.396
18.	6.163	1.067	5.920	0.340
19.	6.160	0.889	5.959	0.644
20.	5.780	1.234	5.720	0.730

TABLE 6 (continued)

Role No.	Round II		Round III	
	Mean	S.D.	Mean	S.D.
21.	5.040	1.616	4.880	0.773
22.	5.400	1.049	5.040	0.493
23.	5.880	0.849	5.920	0.528
24.	4.860	1.443	4.980	0.742
25.	6.220	0.840	5.980	0.473
26.	5.385	1.352	4.940	0.586
27.	5.120	1.272	5.080	0.488
28.	6.120	0.982	6.080	0.274
29.	5.980	1.059	6.040	0.283
30.	5.857	1.021	6.020	0.377
31.	5.816	1.112	5.880	0.328
32.	5.620	1.524	5.920	0.488
33.	5.620	1.537	5.780	0.790
34.	5.960	1.029	5.880	0.385
35.	5.306	1.176	4.900	0.463
36.	5.200	1.629	4.980	0.428
37.	4.514	1.848	4.680	0.957
38.	4.520	1.729	4.920	0.665
39.	5.443	1.522	5.040	0.283
40.	5.180	1.438	5.020	0.553
41.	5.920	1.085	5.920	0.340

TABLE 6 (continued)

Role No.	Round II		Round III	
	Mean	S.D.	Mean	S.D.
42.	5.357	1.403	4.960	0.450
43.	5.560	1.459	5.860	0.535
44.	5.390	0.876	5.100	0.763
45.	2.320	1.571	1.880	0.480
46.	3.857	1.904	3.840	0.866
47.	3.694	1.828	3.620	0.967
48.	6.060	0.890	5.940	0.314
49.	4.837	1.663	5.000	0.808
50.	6.180	1.024	5.940	0.240
51.	5.229	1.175	5.041	0.286
52.	6.204	0.976	5.760	0.870
53.	6.184	0.972	5.900	0.416
54.	5.735	1.483	5.900	0.364
55.	5.939	1.345	5.960	0.283
56.	5.171	1.516	4.820	0.720
57.	5.600	1.021	4.980	0.839
58.	5.349	1.815	5.060	0.550
59.	6.122	0.992	5.900	0.463
60.	5.343	1.469	5.100	0.463
61.	5.840	1.283	5.960	0.450
62.	5.980	1.164	5.960	0.283
63.	5.386	0.924	5.080	0.274
64.	3.750	2.058	3.500	1.282

TABLE 6 (continued)

Role No.	Round II		Round III	
	Mean	S.D.	Mean	S.D.
65.	5.878	1.603	5.880	0.594
66.	5.371	1.679	5.100	0.863
67.	5.347	1.316	4.680	0.913
68.	5.400	1.222	5.000	0.756
69.	6.327	0.871	6.060	0.314
70.	5.441	1.258	4.980	0.958
71.	5.918	1.205	5.980	0.377
72.	6.163	1.087	5.960	0.348
73.	5.257	1.226	5.000	0.456
74.	5.694	1.245	5.880	0.328
75.	6.102	1.104	6.040	0.402
76.	5.959	0.957	5.776	0.823
77.	5.367	1.334	4.940	0.652
78.	5.357	1.603	5.160	0.738
79.	5.042	2.113	4.780	0.860

very conscientiously. Because if they were just filling out answers randomly to get done with the questionnaire as soon as possible, they would not have responded with such consensus on the lowest rating for the item 45 in both rounds.

Priority Setting

Fifty-three participants returned the completed Questionnaire II's. They ranked the seventy-nine statements according to the seven-point scale. On Round III, the fifty participants reassessed their ranking from Round II in view of the majority response that resulted from Questionnaire II.

Most participants were discriminating in their ratings and attempted to establish definitive priorities among the seventy-nine role statements by using the total range of highest to lowest scores on the seven-point scale of importance.

While analysis of individual rating scores revealed substantial variation, the scores which report group opinion tended to fall in the top three scores of the seven-point scale.

Many of the participants rated high traditional functions, role numbers such as 7, 11, 15, 16, 62, and 69, which continue to be important for the MCCC library in the near future.

Data in Table 6 reveal that group ratings expressed as mean scores also tended to cluster at the high end of the seven-point scale. This tendency toward high mean scores suggests that most of the identified roles were perceived by the participants to be of considerable importance for the work of the MCCC library in the future.

Some participants were concerned that the reported group ratings showed too many high scores. These participants felt

that the group, as a whole, did not establish definitive priorities among the total number of recommended roles since most were rated high priority. While it is correct that the scores used to report group response fell primarily in the high range of the seven-point scale, it must be pointed out that individual participants did establish priorities in their individual rating patterns.

Table 7 was compiled from Table 6. A mean score of Round III was computed for each of the fifteen subject categories to provide the priority rankings among these fifteen subject groups. Microforms, audio-visual services, and library orientation received higher than the rating score of 5.6.

The same Table 7 indicates that Leisure Time and Recreational Needs received the lowest mean score under 4.5, and Library as a Community Service Center received the second lowest mean score of 4.905.

Table 8 was compiled from Tables 5, 6, and 7. The priority rankings for the recommended future roles of the MCCC library were computed from mean scores of Questionnaire III.

The ranking was made within each subject headings according to Table 7, then individual item ranking was attached according to the mean scores in Table 5.

TABLE 7

Fifteen Subject Headings by Group Mean

Rank	Subject	Group Mean
1.	Microforms	6.030
2.	Audio-Visual Services	5.672
3.	Library Orientation	5.666
4.	Library Administration	5.590
5.	Library Collection	5.559
6.	Curricula Related	5.525
7.	Inter-Library Cooperation	5.500
8.	Non-Traditional Studies	5.480
9.	Library Technical Assistant Program	5.480
10.	Readers' Services	5.442
11.	Innovations	5.440
12.	Public Relations	5.412
13.	Facilities	5.036
14.	Library as a Community Service Center	4.905
15.	Leisure Time and Recreational Needs	4.474

TABLE 8

Priority Rankings for the Recommended Future Roles of the
MCCC Library by Items under Fifteen Subject Headings

Rank by Item	Recommended Role	Role No.
<u>MICROFORMS</u>		
3.	To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces	29
7.	To provide more microfilm readers and reader-printers	30
<u>AUDIO-VISUAL SERVICES</u>		
24.	To introduce more learning seminars and workshops for instructors similar to ones offered during the intersession	32
32.	To provide non-print instructional resources for student use both in the library and by short-term loan	31
34.	To serve as a preview and information center on film and other media available for all college courses	34
37.	To provide available televised speeches and talks by guest speakers on the campus for those who were unable to attend because of schedule conflict	33
70.	To provide films that represent the most contemporary art or literary form	35
<u>LIBRARY ORIENTATION</u>		
9.	To instruct classes and individual students	2
25.	To provide a mediated orientation system for continuous self-instruction	3
48.	To offer a credit course in the use of the library materials	1

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
<u>LIBRARY ADMINISTRATION</u>		
6.	To secure an adequate budget to provide various levels of library services to meet the needs of the college community	11
11.	To perform continuous evaluation of library programs by means of appropriate techniques and measures	7
17.	To secure the library's holdings, to maintain a security system	9
22.	To develop a better circulation system so that the library clients can use or check out materials with minimal effort	4
28.	To develop modern processing techniques which increase output and decrease time required for processing	5
55.	In order to speed up book returns, to reinstate a fine policy	8
67.	To produce teaching resources if materials are not available commercially to meet educational needs	6
68.	To provide better delivery systems to eliminate need for customers to come to the library	10
<u>THE LIBRARY COLLECTION</u>		
4.	To obtain sufficient reference materials in keeping with the library's function	15
8.	To provide a well-organized, easily-accessible and high-quality collection of instructional materials which support the college curricula	16
18.	To expand and maintain an up-to-date Vertical File	19
23.	To provide more programmed materials and a wider range of learning devices	23

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
27.	To provide up-to-date research materials including the use of television, video-tapes, and other non-print materials	18
40.	To maintain an archival collection for the college	20
46.	To supply leadership and expertise in collection building to support the philosophy and goals of the college	17
53.	To provide additional ERIC (Educational Resources Information Center) materials	22
56.	To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them	14
71.	To become a depository library of government documents for this area	21
<u>CURRICULA</u>		
14.	To continue present curriculum-oriented supplementary role for the college	62
16.	To consult with faculty regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses	61
42.	To provide expanded academic support for the faculty by analyzing what is happening and showing how the library can assist them in teaching their courses	60
45.	To provide a reading and writing center staffed throughout the day to assist students with subject matter	63
<u>INTERLIBRARY COOPERATION</u>		
21.	To become more involved with other resources centers or libraries by establishing networks of information throughout the county and state	13
50.	To initiate consortium efforts to avoid duplicate collections	12

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
<u>NON-TRADITIONAL STUDIES</u>		
13.	To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement	55
29.	To provide resources for the experimentation, production, and evaluation of individualized learning materials	54
30.	To provide increased services to patrons for self-study and more for life-long learning	53
31.	To offer continued support with audio-visual materials and equipment for the increasingly popular audio-tutorial labs	59
39.	To provide reorienting services to accommodate students who are starting college careers later than immediately after high school	52
49.	To develop individual learning modules for various career courses	58
51.	To become involved in the learning process for students in a college-without-walls program	51
62.	To provide testing facilities for CLEP (College Level Examination Program) and other learning programs	57
72.	To become a center for gifted students	56
<u>LIBRARY TECHNICAL ASSISTANT PROGRAM</u>		
10.	To offer an opportunity for LTA program students to gain experience working in the college library	71
63.	To offer paraprofessional courses in library science	70
<u>READERS' SERVICES</u>		
5.	To provide aid to students in such areas as research and study improvement	75
15.	To provide a general information service as a center for inquiry and information	72

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
33.	To become a resource center for educational training and personnel development	74
38.	To be a main center for storage and dissemination of print and non-print media and audio-visual equipment	76
41.	That the library is very important to the College and should be accessible to all students at all times by increasing the hours of operation	78
57.	To conduct "Great Books" discussions or other similar book review activities for library users	73
66.	To provide staff development services for the college	77
73.	To provide computer-produced book catalogs to make them available at various locations throughout the college including instructors' offices	79
<u>INNOVATIONS</u>		
26.	To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the college	41
36.	To become a center of educational innovation in higher education	43
54.	To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development	40
64.	To be more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers	42
<u>PUBLIC RELATIONS</u>		
1.	To stress the role of the library as a learning resources center and the heart of the college	28
12.	To inform the college community of the types of materials and services available for learning and teaching through adequate public relations	25

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
47.	To establish communications regularly with newspapers, T V and radio stations for "public services announcements" regarding library activities	27
61.	To act as a public relations agent of the college by promoting college curricula and courses	24
65.	To form a library committee which should include appointed or elected members from the student body, faculty, and staff	26
<u>FACILITIES</u>		
2.	To provide a relatively quiet area with writing space and comfortable seating areas	69
35.	To provide high-speed copy machines for photocopying	65
44.	To provide typing facilities for those who do not have such facilities	66
58.	To provide conference rooms and informal meeting areas for discussion and group meetings	68
74.	To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, movies or documentaries might be shown in a viewing room	67
78.	To provide a section in the library where parents can leave their children while they browse or study	64
<u>LIBRARY AS A COMMUNITY SERVICE CENTER</u>		
52.	To provide continuing educational aid to all members of the local community	39
60.	To be an information center for the local community	36
69.	To permit the outside community to circulate library materials and use the library facilities for meetings and workshops	38

TABLE 8 (continued)

Rank by Item	Recommended Role	Role No.
75.	To provide educational resources and facilities for community development	37
<u>LEISURE TIME AND RECREATIONAL NEEDS</u>		
19.	To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits	48
20.	To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements	50
43.	To provide cultural enrichment and create ideas through the display of art objects and other exhibits of interest to the college community	44
59.	To provide a place to break the strain of constant learning by relaxing with recreational reading and viewing materials	49
76.	To sponsor and house extra-curricular activities, programs, and events	46
77.	To become a social center for like-minded people to meet and to discuss matters of their interest and get together just for relaxing conversation	47
79.	To provide a place for people to come and play chess, checkers, etc.	45

Promotion of Consensus

The purpose of this section is to determine if the groups of faculty and students did move toward consensus on each item. The dynamics of the Delphi method usually result in a movement toward group consensus. There is evidence from previous Delphi studies to indicate that, during successive rounds of questionnaires, as information is fed back from previous rounds, opinions tend to converge toward a group norm. It was anticipated that movements toward group consensus regarding the relative importance of the recommended roles for the MCCC library in the future would result from this study.

In order to determine if there were significant movement toward group consensus, a comparison of the standard deviations between Questionnaires II and III was compiled in Table 9.

Table 9 reveals that standard deviations of all of the seventy-nine items in Questionnaire II were decreased. A decrease in the standard deviation was accepted as an indication that movement toward group consensus did, in fact, result from the study.

The information reported in Figure 1 and Table 9 shows that the standard deviation became smaller between Rounds II and III for all of seventy-nine items.

Figure 1
Comparison of the Standard Deviations
of Questionnaires II and III

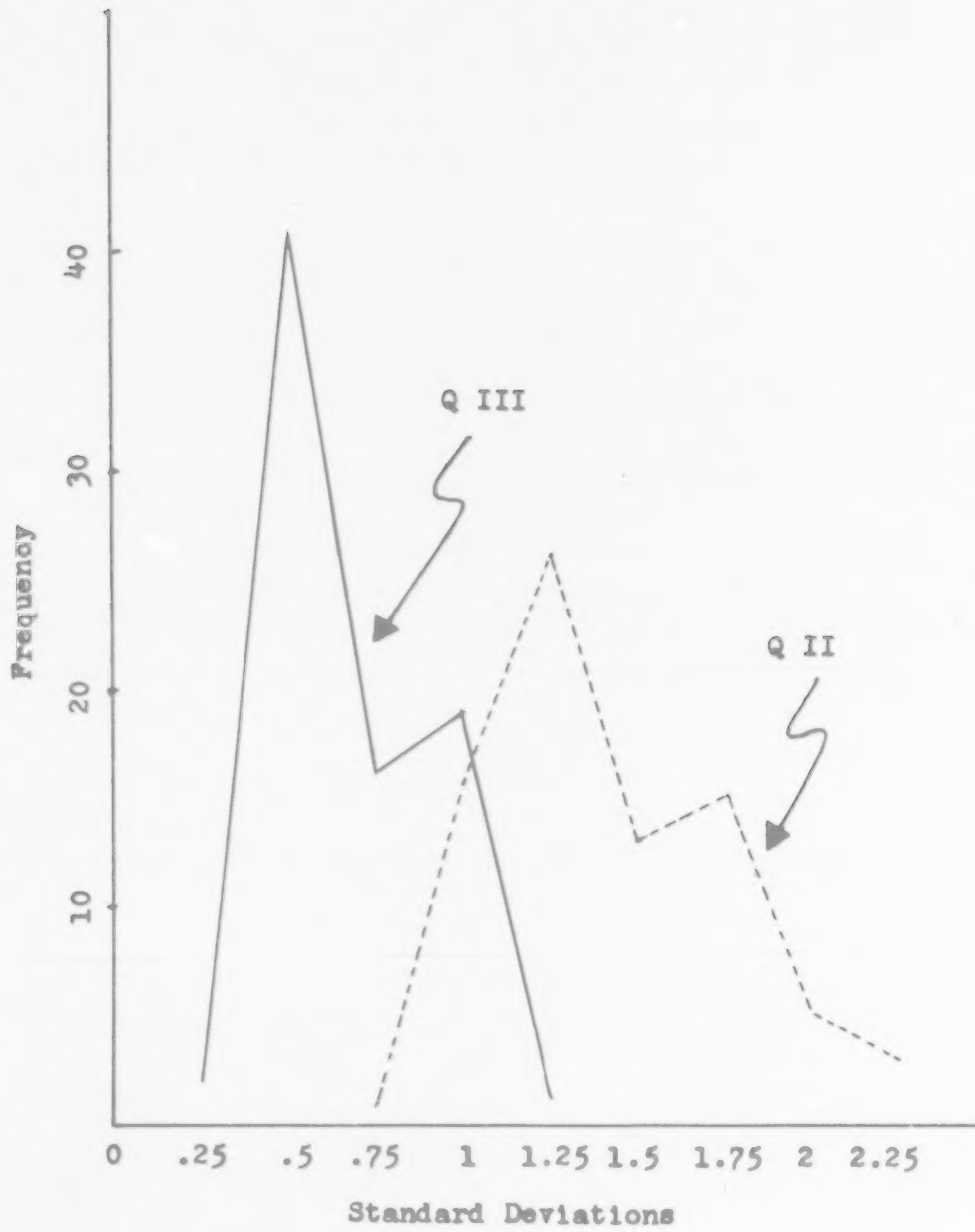


TABLE 9

Comparison of the Standard Deviations between
Questionnaire II and Questionnaire III

Role No.	QII - S.D.	QIII - S.D.	Increased (+) or Decreased (-)
1	1.662	0.828	-0.834
2	0.957	0.404	-0.553
3	1.106	0.396	-1.068
4	1.654	0.586	-1.068
5	1.347	0.528	-0.819
6	1.383	0.935	-0.448
7	1.033	0.473	-0.560
8	1.688	0.843	-0.843
9	1.349	0.450	-0.899
10	1.239	1.091	-0.148
11	0.792	0.377	-0.415
12	1.952	0.652	-1.300
13	0.961	0.424	-0.537
14	2.094	0.937	-1.157
15	0.731	0.348	-0.388
16	0.771	0.286	-0.485
17	1.389	0.396	-0.993
18	1.067	0.340	-0.727
19	0.889	0.644	-0.245
20	1.234	0.730	-0.504
21	1.616	0.773	-0.843
22	1.049	0.493	-0.556

TABLE 9 (continued)

Role No.	QII - S.D.	QIII - S.D.	Increased (+) or Decreased (-)
23	0.849	0.528	-0.321
24	1.443	0.742	-0.701
25	0.840	0.473	-0.367
26	1.352	0.586	-0.766
27	1.272	0.488	-0.784
28	0.982	0.274	-0.708
29.	1.059	0.283	-0.776
30	1.021	0.377	-0.644
31	1.112	0.328	-0.784
32	1.524	0.488	-1.036
33	1.537	0.790	-0.747
34	1.029	0.385	-0.644
35	1.176	0.463	-0.713
36	1.629	0.428	-1.201
37	1.848	0.957	-0.891
38	1.729	0.665	-1.064
39	1.522	0.283	-1.239
40	1.438	0.553	-0.885
41	1.085	0.340	-0.745
42	1.403	0.450	-0.953
43	1.459	0.535	-0.924
44	0.876	0.763	-0.113
45	1.571	0.480	-1.091

TABLE 9 (continued)

Role No.	QII - S.D.	QIII - S.D.	Increased (+) or Decreased (-)
46	1.904	0.866	-1.038
47	1.828	0.967	-0.861
48	0.890	0.314	-0.576
49	1.663	0.808	-0.855
50	1.024	0.240	-0.784
51	1.175	0.286	-0.889
52	0.976	0.870	-0.106
53	0.972	0.416	-0.556
54	1.483	0.364	-1.119
55	1.345	0.283	-1.062
56	1.516	0.720	-0.796
57	1.021	0.839	-0.182
58	1.815	0.550	-1.265
59	0.992	0.463	-0.529
60	1.469	0.463	-1.006
61	1.283	0.450	-0.833
62	1.164	0.283	-0.881
63	0.924	0.274	-0.650
64	2.058	1.282	-0.776
65	1.603	0.594	-1.009
66	1.679	0.863	-0.816
67	1.316	0.913	-0.403
68	1.222	0.756	-0.466
69	0.871	0.314	-0.557
70	1.258	0.958	-0.300

TABLE 9 (continued)

Role No.	QII - S.D.	QIII - S.D.	Increased (+) or Decreased (-)
71	1.205	0.377	-0.828
72	1.087	0.348	-0.739
73	1.226	0.456	-0.770
74	1.245	0.328	-0.917
75	1.104	0.402	-0.702
76	0.957	0.823	-0.134
77	1.334	0.652	-0.682
78	1.603	0.738	-0.865
79	2.113	0.790	-1.323

Group Differences

It was anticipated that members of the two groups who participated in the study, i.e., faculty/staff and students, would evaluate and rate differently the importance of the recommended future roles of the MCCC library. It was assumed that each group possessed a unique orientation to the library and would exhibit distinct differences of opinion about the recommended roles in their rating scores.

To determine whether the student group responded significantly differently from the faculty/staff group, the t-test was used. Table 10 was compiled from the t-test computation done by the MCCC computer facility by using the SPSS program described in the previous chapter.

If the two-tail probability level reported on the Table 10

TABLE 10

Results of the t-test on the Means of the Seventy-Nine Items on Round III

Role No.	Group	Mean	S.D.	2-Tail Probability
1	Students	5.040	0.351	0.598
	Faculty	5.120	0.666	
2	Students	6.040	0.351	0.490
	Faculty	5.960	0.455	
3	Students	5.960	0.351	0.481
	Faculty	5.880	0.440	
4	Students	6.000	0.707	0.475
	Faculty	5.880	0.440	
5	Students	5.840	0.688	0.292
	Faculty	6.000	0.289	
6	Students	5.280	0.737	0.521
	Faculty	5.000	0.707	
7	Students	6.080	0.400	0.137
	Faculty	5.880	0.526	
8	Students	5.120	1.092	0.410
	Faculty	4.920	0.493	
9	Students	5.880	0.600	0.216
	Faculty	6.040	0.200	
10	Students	5.760	0.723	0.038 *
	Faculty	5.120	1.301	
11	Students	6.080	0.493	0.268
	Faculty	5.960	0.200	
12	Students	5.120	0.600	0.521
	Faculty	5.000	0.707	

*Significantly different at the level of 0.05

TABLE 10 (continued)

Role No.	Group	Mean	S.D.	2-Tail Probability
13.	Students Faculty	6.000 5.880	0.408 0.440	0.322
14	Students Faculty	5.280 4.760	1.021 0.779	0.049 *
15	Students Faculty	6.040 6.040	0.351 0.351	1.000
16	Students Faculty	6.040 5.960	0.351 0.200	0.329
17	Students Faculty	5.040 5.120	0.351 0.440	0.481
18	Students Faculty	5.960 5.880	0.351 0.332	0.412
19	Students Faculty	6.120 5.791	0.440 0.779	0.079
20	Students Faculty	5.720 5.720	0.614 0.843	1.000
21	Students Faculty	5.080 4.680	0.640 0.852	0.067
22	Students Faculty	5.120 4.960	0.526 0.455	0.256
23	Students Faculty	6.000 5.840	0.577 0.473	0.289
24	Students Faculty	4.920 5.040	0.909 0.539	0.573
25	Students Faculty	6.040 5.920	0.455 0.493	0.376
26	Students Faculty	4.920 4.920	0.400 0.735	0.812
27	Students Faculty	5.080 5.080	0.493 0.493	1.000
28	Students Faculty	6.080 6.080	0.277 0.277	1.000

TABLE 10 (continued)

Role No.	Group	Mean	S.D.	2-Tail Probability
29	Students Faculty	6.120 5.960	0.332 0.200	0.046 *
30	Students Faculty	6.080 5.960	0.400 0.351	0.265
31	Students Faculty	5.920 5.840	0.277 0.374	0.395
32	Students Faculty	5.880 5.960	0.600 0.351	0.568
33	Students Faculty	5.800 5.760	0.957 0.597	0.860
34	Students Faculty	5.920 5.840	0.277 0.473	0.470
35	Students Faculty	5.040 4.760	0.351 0.523	0.032 *
36	Students Faculty	5.120 4.880	0.440 0.374	0.021 *
37	Students Faculty	4.720 4.640	1.021 0.907	0.771
38	Students Faculty	4.920 4.920	0.702 0.640	1.000
39	Students Faculty	5.080 5.000	0.277 0.289	0.322
40	Students Faculty	5.040 5.000	0.455 0.645	0.801
41	Students Faculty	5.960 5.880	0.200 0.440	0.413
42	Students Faculty	4.960 4.960	0.539 0.351	1.000
43	Students Faculty	5.880 5.840	0.440 0.624	0.795
44	Students Faculty	5.080 5.120	1.038 0.332	0.856

TABLE 10 (continued)

Role No.	Group	Mean	S.D.	2-Tail Probability
45	Students Faculty	1.800 1.960	0.408 0.539	0.243
46	Students Faculty	3.840 3.840	0.898 0.850	1.000
47	Students Faculty	3.640 3.600	1.075 0.866	0.885
48	Students Faculty	5.840 6.040	0.374 0.200	0.024 *
49	Students Faculty	4.880 5.120	1.054 0.440	0.301
50	Students Faculty	5.920 5.960	0.277 0.200	0.561
51	Students Faculty	5.080 5.000	0.400 0.0	0.327
52	Students Faculty	6.000 5.520	0.289 1.159	0.055
53	Students Faculty	5.880 5.920	0.440 0.400	0.738
54	Students Faculty	5.920 5.880	0.277 0.440	0.702
55	Students Faculty	6.000 5.920	0.289 0.277	0.322
56	Students Faculty	5.880 5.520	0.332 1.122	0.135
57	Students Faculty	4.880 4.760	0.332 0.970	0.563
58	Students Faculty	5.200 4.920	0.408 0.640	0.072
59	Students Faculty	5.920 5.880	0.493 0.440	0.763
60	Students Faculty	6.080 5.840	0.400 0.473	0.059
61	Students Faculty	6.000 5.920	0.289 0.277	0.322

TABLE 10 (continued)

Role No.	Group	Mean	S.D.	2-Tail Probability
62	Students Faculty	5.120 5.040	0.332 0.200	0.308
63	Students Faculty	5.120 5.080	0.600 0.277	0.764
64	Students Faculty	3.480 3.520	1.447 1.122	0.914
65	Students Faculty	5.840 5.920	0.800 0.277	0.640
66	Students Faculty	5.360 4.840	0.810 0.850	0.032 *
67	Students Faculty	4.600 4.760	1.118 0.663	0.542
68	Students Faculty	5.000 5.000	1.000 0.408	1.000
69	Students Faculty	6.160 5.960	0.374 0.200	0.024 *
70	Students Faculty	4.840 5.120	0.898 1.013	0.306
71	Students Faculty	6.040 5.920	0.351 0.400	0.265
72	Students Faculty	6.000 5.920	0.289 0.400	0.422
73	Students Faculty	5.000 5.000	0.500 0.417	1.000
74	Students Faculty	5.880 5.880	0.332 0.332	1.000
75	Students Faculty	6.160 5.920	0.473 0.277	0.035 *
76	Students Faculty	5.720 5.833	1.061 0.482	0.631
77	Students Faculty	4.840 5.040	0.850 0.351	0.285
78	Students Faculty	5.160 5.160	0.898 0.554	1.000

TABLE 10 (continued)

Role No.	Group	Mean	S.D.	2-Tail Probability
79	Students	4.760	0.831	0.860
	Faculty	4.800	0.764	
Total	Students	5.430	0.440	0.738
	Faculty	5.320	0.400	

*Significantly different at the level of 0.05

is less than 0.05, one can assume that there is difference between the two groups. The results of the analysis shown in Table 10 indicate that individual items 10, 14, 29, 35, 36, 48, 66, 69, and 75 appeared as significantly different between the two groups because their two-tail probabilities were less than 0.05. Among these nine items, only Role No. 48 received higher mean score from faculty group. These nine items in Table 10 were asterisked to distinguish them from others.

In the following nine pages, the rating scores of these nine items were compared individually in histograms. Each histogram illustrated the group differences.

Figure 2
Group Responses to Role No. 10

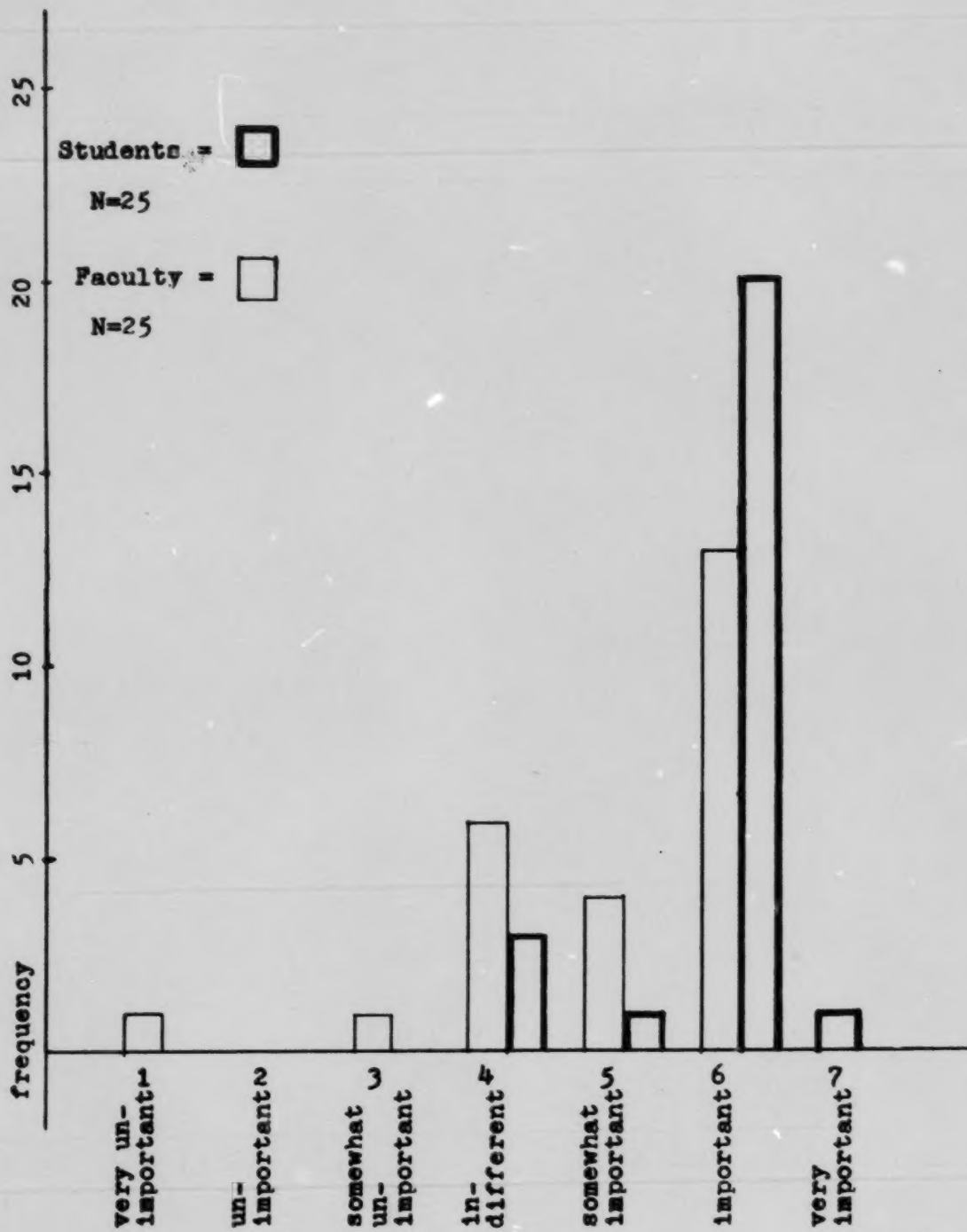


Figure 3

Group Responses to Role No. 14

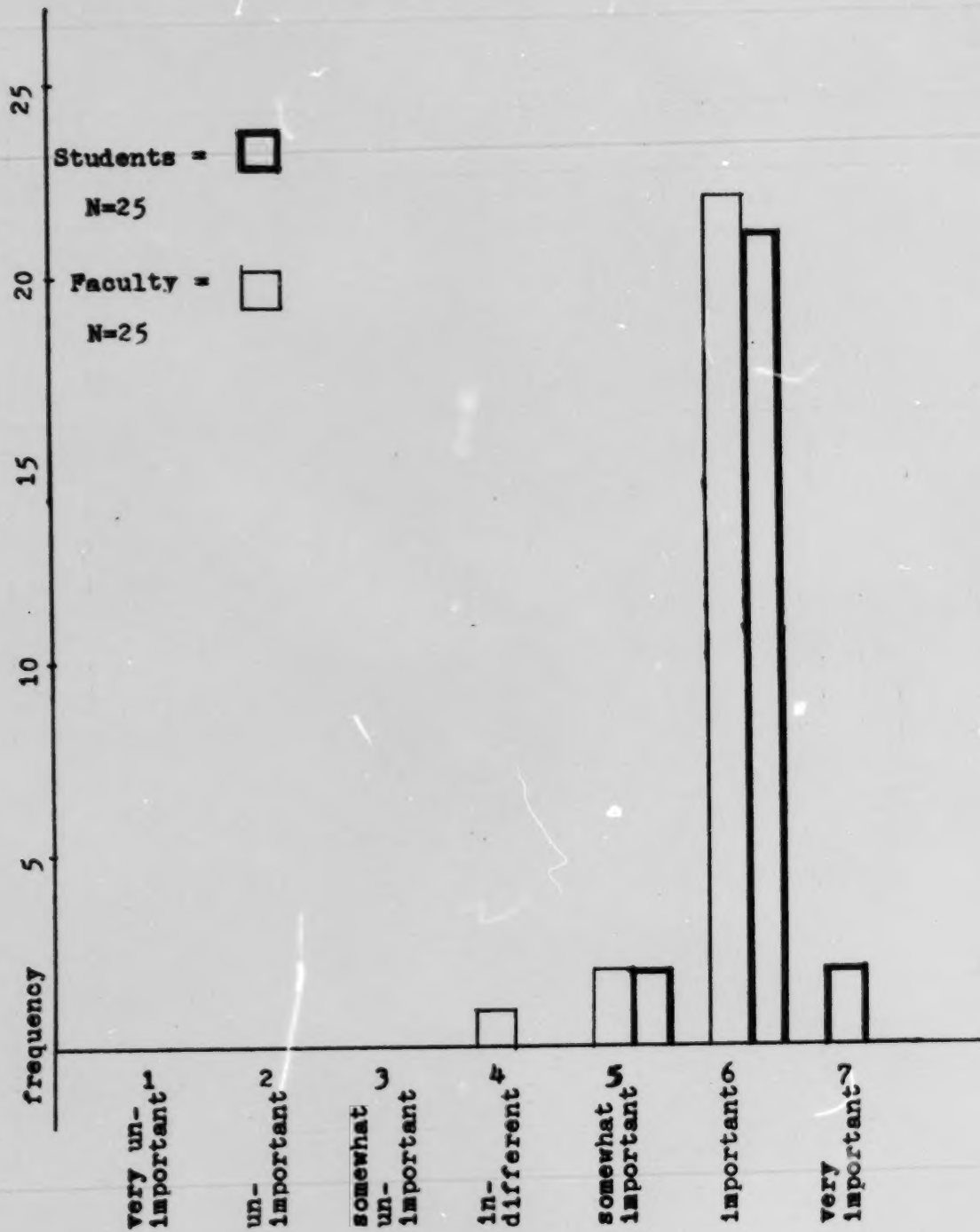


Figure 4
Group Responses to Role No. 29

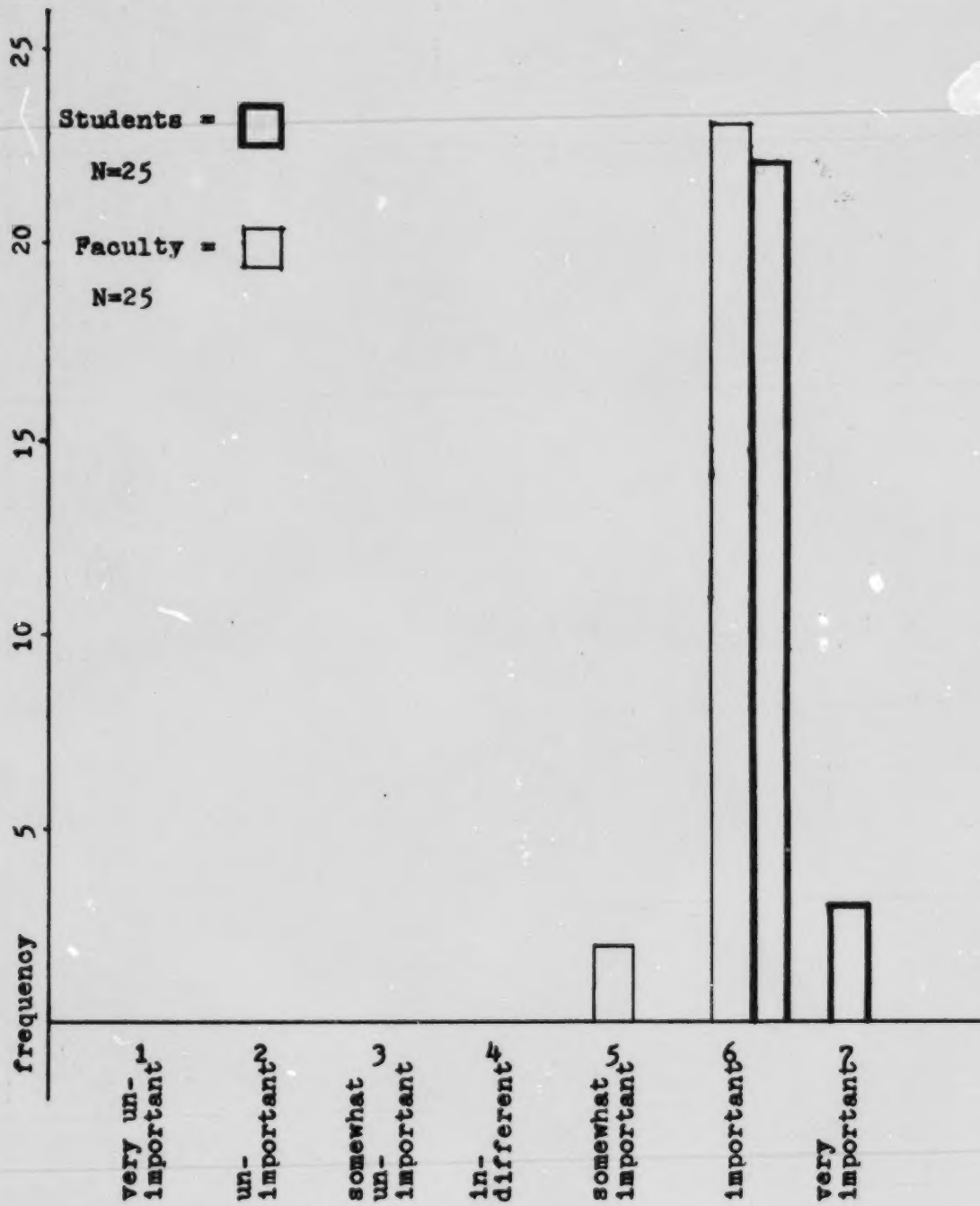


Figure 5
Group Responses to Role No. 35

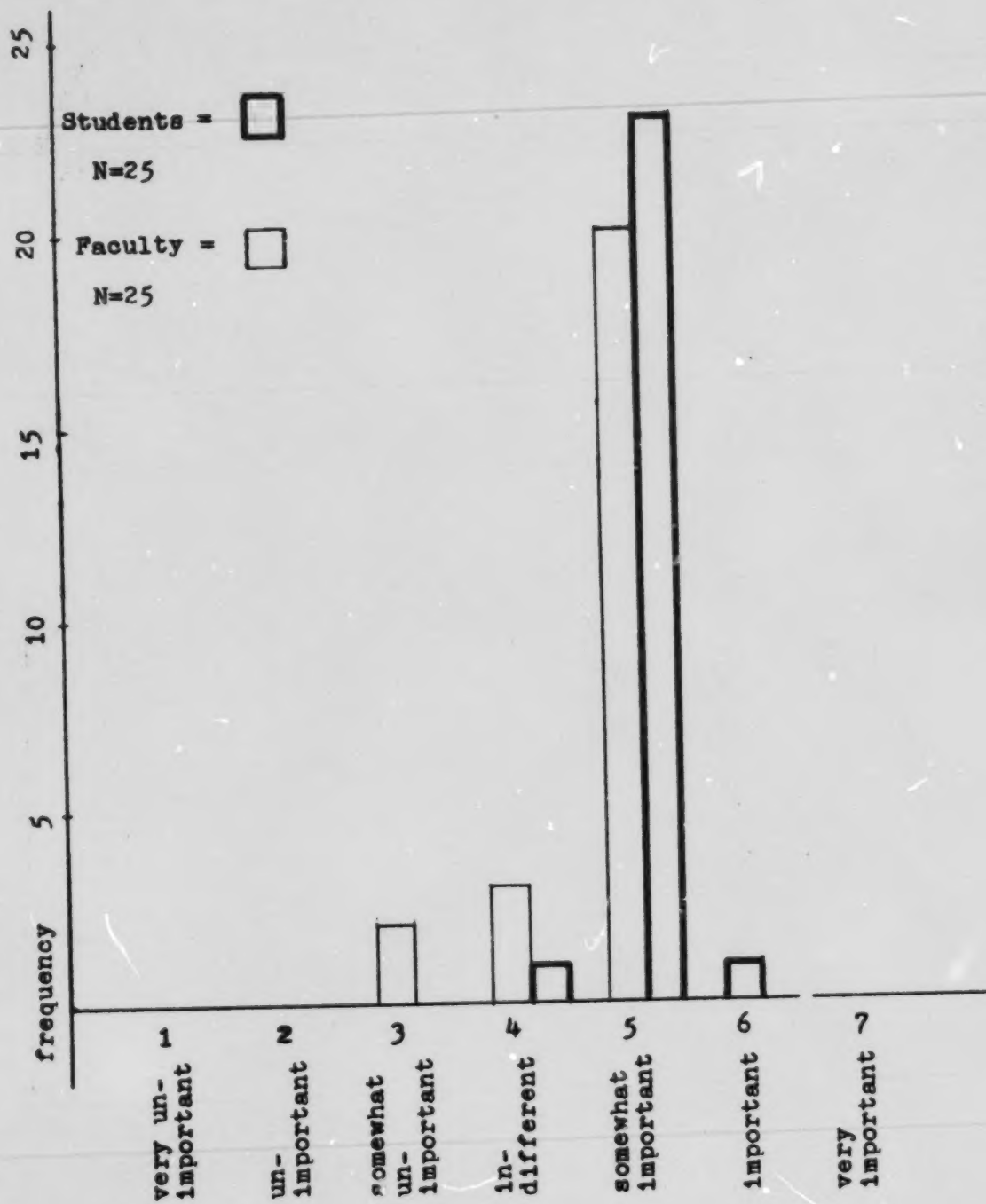
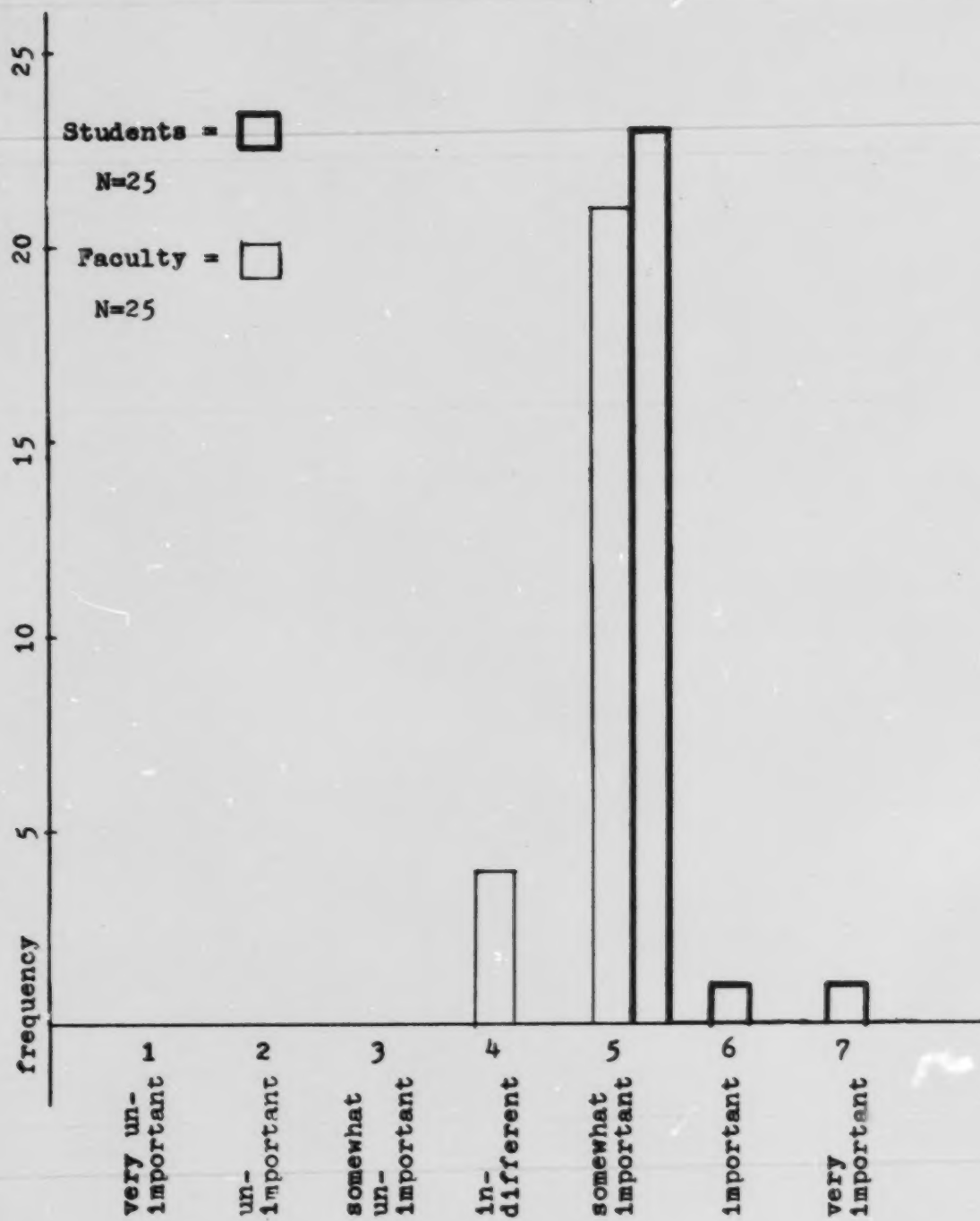


Figure 6
Group Responses to Role No. 36



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Figure 7
Group Responses to Role No. 48

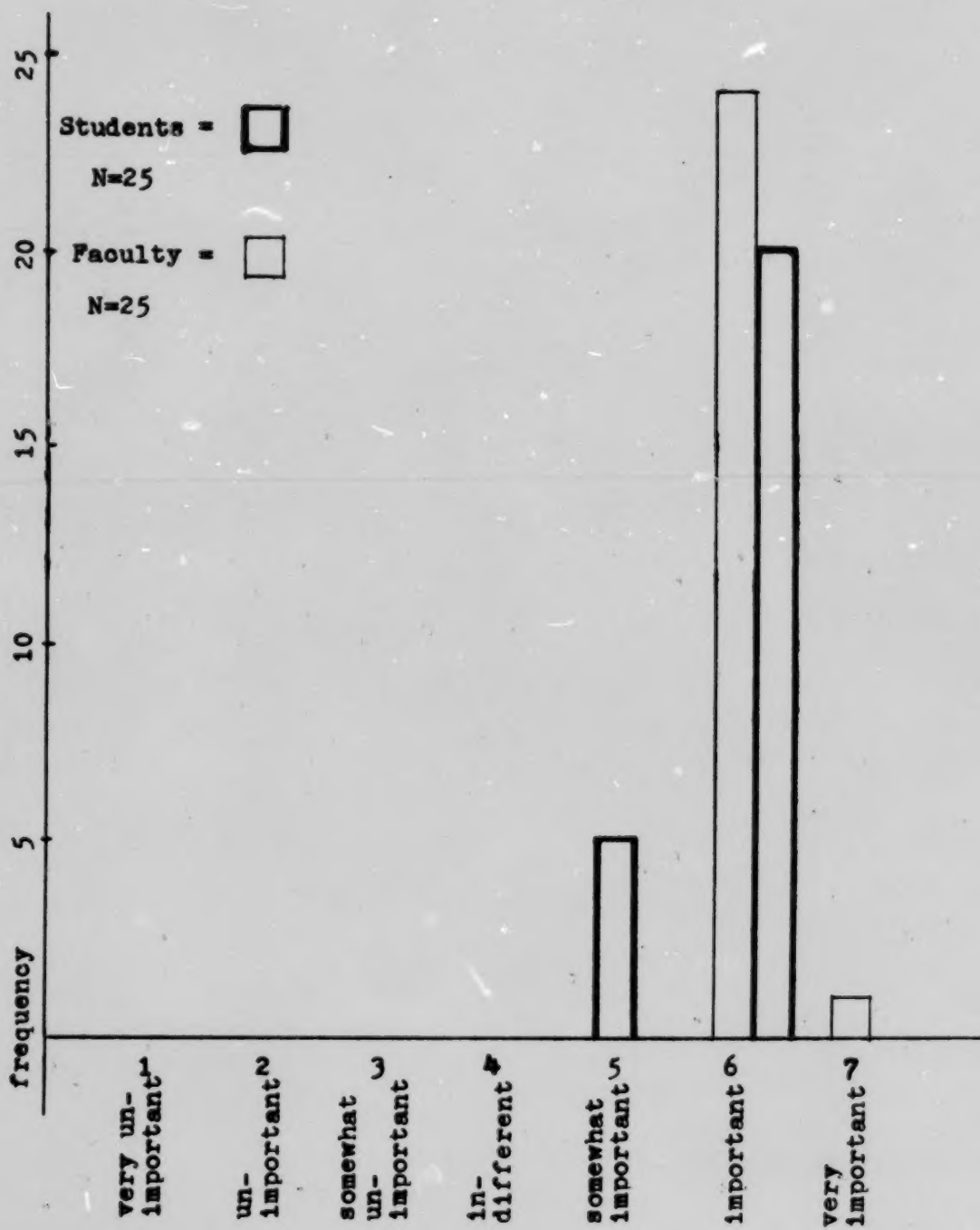


Figure 8
Group Responses to Role No. 66

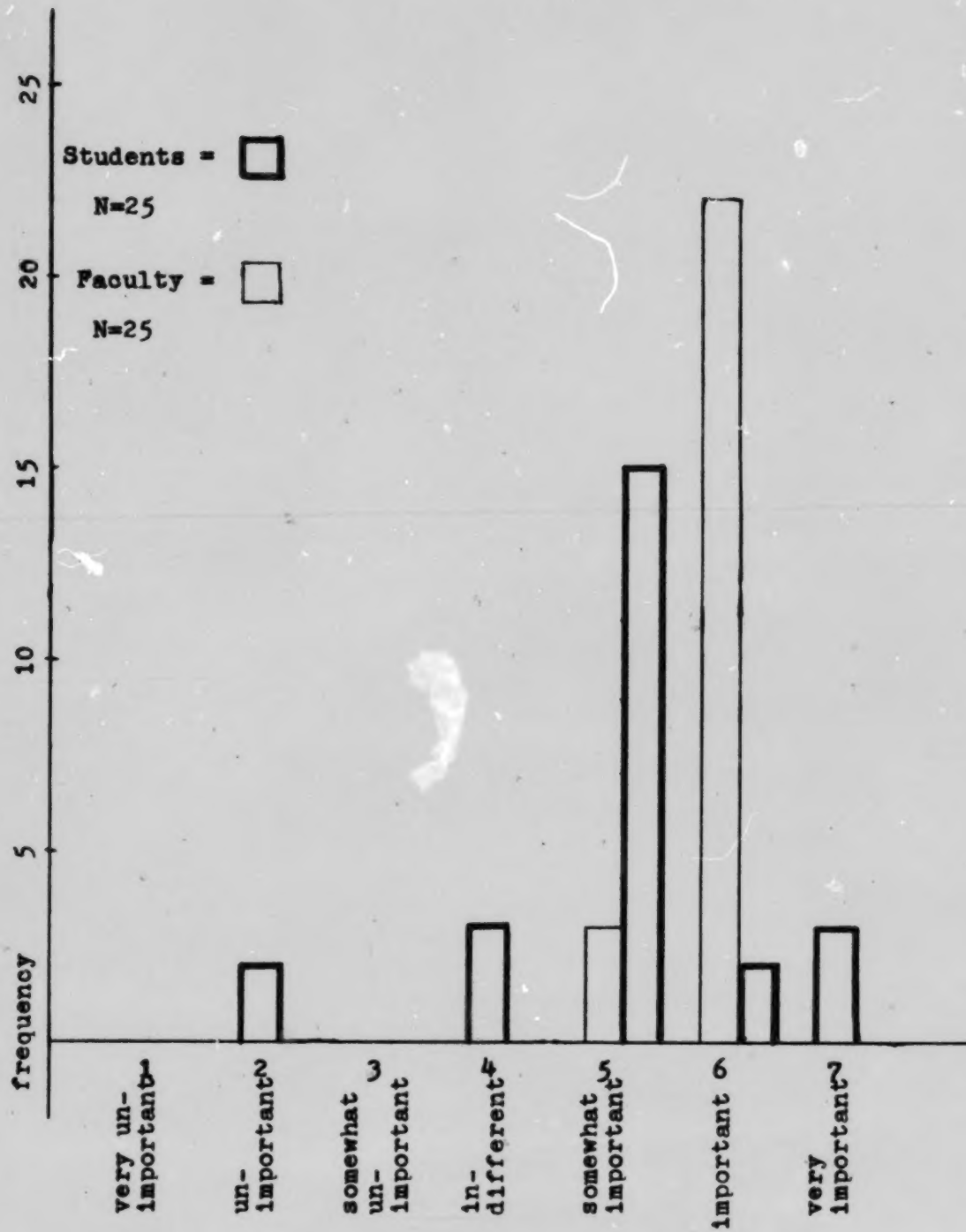


Figure 9
Group Responses to Role No. 69

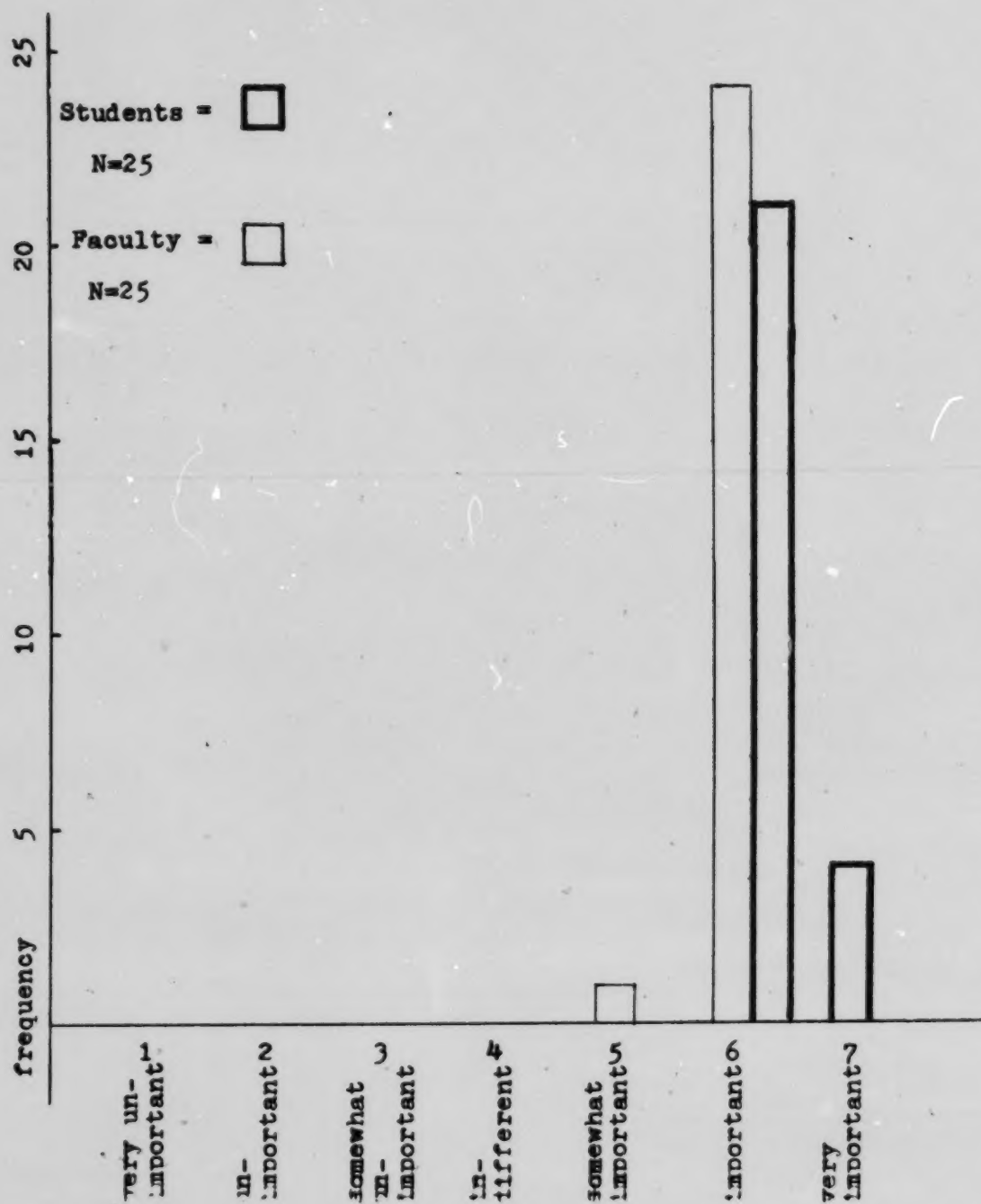
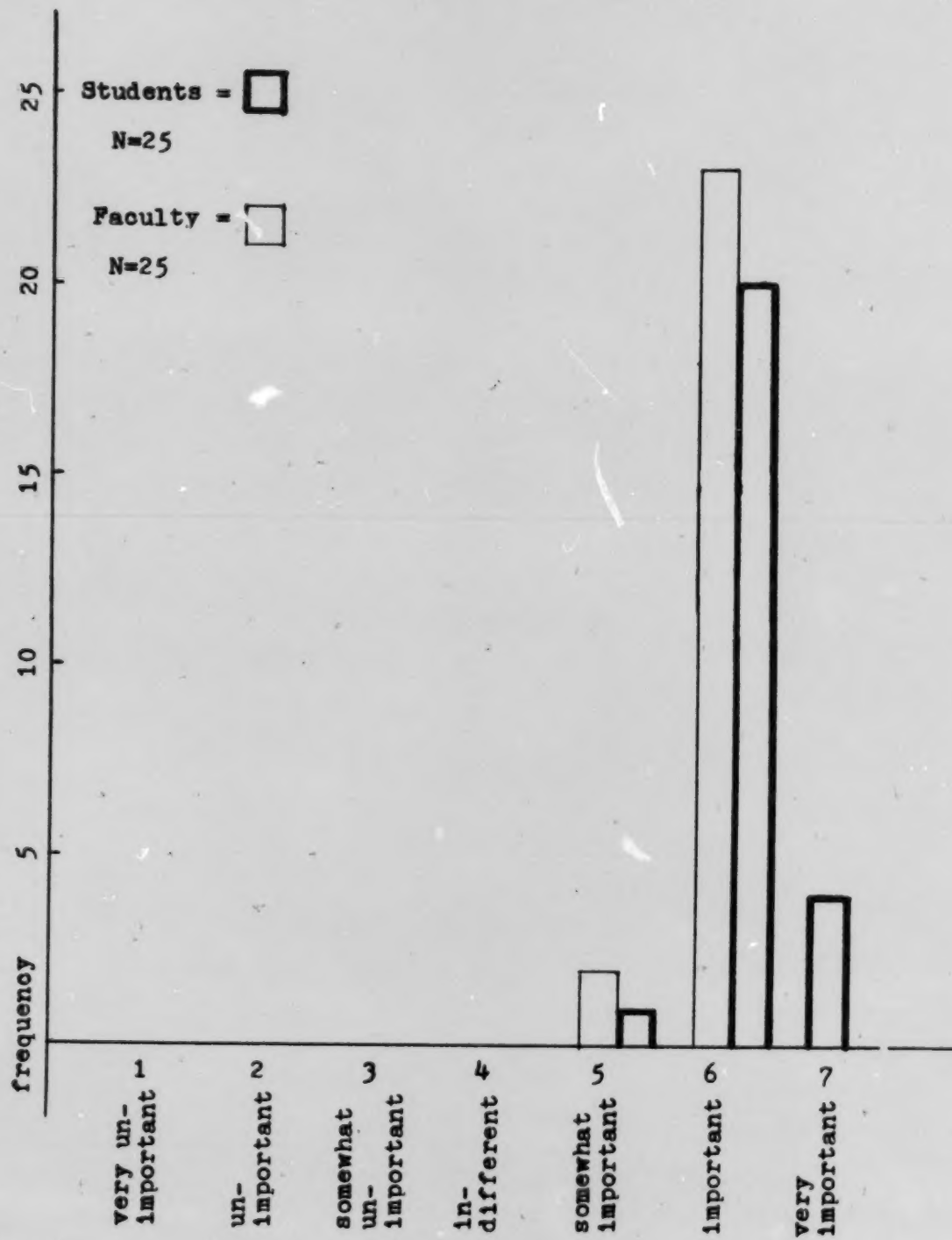


Figure 10

Group Responses to Role No. 75



Evaluations by the College-Wide Advisory Committee

The three rounds of the evaluation procedures revealed that most committee members believed that the library would play a more vital role in educational procedures at MCCC in the future. They also agreed in large part with the ratings of the participants for the seventy-nine roles listed in Table 8.

Evaluations and recommendations by the committee members are summarized below:

1. Microforms

The two roles in the microform area were given the highest priority by the committee members. It was suggested that a small college like MCCC very much needed a microform collection. As one committee member said, "Limited space, protection of the material and quick accessibility dictate this role for us."

Another member suggested that considering the limited physical space and the large volumes of printed materials produced, microform purchases would become the way of the future. Most members agreed that additional effort in developing and maintaining the microform collection should be the first priority for the MCCC library.

2. Audio-Visual Services

Most committee members agreed that audio-visual services are absolutely necessary for instructional systems, especially since the college's concern for individualized instruction calls for a major emphasis on audio-visual services. Most members also agreed that roles 32, 31, and 34 are very important for the MCCC library. Only one member believed that along with purchase of commercial materials, the college itself should produce a variety of audio-visual materials to expand its collection.

3. Library Orientation

Most members agreed that there should be a general tour of the library facilities for every beginning student with follow-ups of research orientation on the basis of individual need. However, some members agreed that to isolate the needs of each student in a group orientation would be a very difficult task; therefore, a mediated orientation system for continuous self-instruction would be the thing of the future.

4. Library Administration

Most members agreed that although the administrative roles listed were significant, they were not exhaustive.

All members agreed that the prime objective is to set administrative goals and then achieve them in the most efficient manner.

5. Library Collection

In the library collection area, most members believed that sufficient progress is already being made. However, most members realized that the main role of the library would be to provide leadership and expertise in collection-building to support the goals and objective of the college. Only one member believed that the college should be a full-scale government deposit library. Others expressed that the need for a text book collection was very questionable because these books become so quickly outdated, are very expensive, and are rarely used.

6. Curricula Related

Most members believed that the basic role of the library would be to support the curricula of the college with appropriate library materials and that there should be a closer personal contact with faculty members to determine what materials can best support their instructional objectives. The committee did not believe that the library should provide a reading and writing center staffed throughout the day to assist students with subject matters.

7. Interlibrary Cooperation

The majority believed that a network of communication and cooperation among area libraries would be very important, because all area libraries could then share in the circulation of special collections or rare books.

8. Non-Traditional Studies

Most members believed that the library would be involved more and more in non-traditional studies in coming years. They also agreed that the library should not become involved in developing or producing learning materials. Generally, it was understood that a library is a lender rather than a producer of learning materials.

9. Library Technical Assistant Program

Even though the LTA program is presently based on decisions depending on the needs of the local constituency, many members believed that this curriculum should be linked with the overall college's career programs in the future.

10. Readers' Services

Most members suggested that, while all roles listed in Table 8 are important, the library should concern itself primarily with providing the necessary materials

as a service to readers.

11. Innovation

Most members believed that the library should be a vital part of any educational innovations on the college campus, but it's involvement should be restricted to the areas of course development, making materials more accessible for use, and acquiring the appropriate materials in any format which is most effective.

12. Public Relations

Most members believed that the college library's effort in public relations is primarily to promote the use of the library resources by student and staff. However, the college library should alert the public at large to MCCC's resources and should also attempt to acquire materials that benefit the various segments of the community. Also, some believed library public relations would call for coordination with other offices whose primary function is public relations.

13. Facilities

Most members believed that the library should provide facilities where a variety of activities can take place, such as quiet areas for research and study and other areas where private discussion is possible.

Most members felt that a babysitter service would not be feasible in the library.

14. Library As a Community Service Center

Under this subject, most members agreed that to permit the outside community to circulate library materials and use the library facilities for meetings and workshops would be a logical beginning as a community service center.

15. Leisure Time and Recreational Needs

Most members agreed that this subject area is one of low priority areas. However, most of them believed that to provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements would be very important.

Summary

The data derived from this study were analyzed in the following five sub-divisions, consisting of generation of the statements, priority setting, promotion of consensus, group differences, and evaluation by the college-wide advisory committee.

A. Generation of the Statements

One hundred people participated in Round I and generated four hundred six role statements initially. These

four hundred six items were reduced to one hundred fifty-four items by eliminating many obvious duplications and grouping those similar in thought under eighteen subject headings. These one hundred fifty-four items grouped under eighteen categories were presented to the seven-member jury of experts, who reduced the number to ninety-nine items. Then, a pilot study was conducted with these ninety-nine item questionnaires, and the final list of seventy-nine items under fifteen subject headings resulted.

The recommended roles represented a wide range of library activities. Many participants anticipated a primary function of the MCCC library would be that of helping the college community in their learning and teaching process.

During the final round of rating, numerous minority opinions, which differed from the reported group opinion were expressed by participants. These opinions are listed in Appendix H.

B. Priority Setting

Fifty-three participants completed Round II and fifty in Round III by ranking the seventy-nine statements according to the seven-point scale. Mean scores and standard deviations were computed to set priority rankings.

Nine items were rated above the mean score of 6 on the

seven-point scale of importance. Fifty items received mean scores of between 5 and 6, sixteen items between 4 and 5, three items between 3 and 4, and only one item received under the mean score of 2.

Although most participants were discriminating in their ratings and attempted to establish definitive priorities among the seventy-nine items, the scores which report group opinion tended to fall in the top three scores of the seven-point scale.

Many of the participants rated highly the traditional functions which will continue to be important for the MCCC library in the near future.

A mean score of Round III was computed for each of the fifteen subject categories to provide the priority rankings among these fifteen subjects. Microfilms, audio-visual services, and library orientation were received higher than 5.6.

The priority rankings for the recommended future roles of the MCCC library were computed from mean scores of Questionnaire III.

C. Promotion of Consensus

The dynamics of the Delphi method usually result in a movement toward group consensus. In order to determine if there were significant movement toward group consensus, a com-

parison of the standard deviations between Questionnaires II and III was compiled in Figure 1 and Table 9. Both Figure 1 and Table 9 indicate that standard deviation of all of the seventy-nine items became smaller between Rounds II and III, which means that movement toward group consensus did result from the study.

D. Group Differences

To determine whether the student group responded significantly differently from the faculty/staff group, the t-test was used. Table 10 was compiled from the t-test computations.

The results of the analysis shown in Table 10 indicate that nine individual items appeared as significantly different at 0.05 of two-tail probability level.

E. Evaluations by the College-Wide Advisory Committee

The survey using the simplified three-step Delphi evaluation procedure revealed that the committee believed that the library would play a more vital role in the educational process at MCCC in the near future. The committee also agreed with most of the ratings given to the seventy-nine role statements by the faculty and student groups in Table 8.

Roles considered to be the most significant included (1) building a larger microform collection; (2) expanding

audio-visual services and collection; (3) providing initial and follow-on orientation programs including audio-visual self-instruction materials; (4) expanding the library collection to support college goals and objectives; (5) establishing an interlibrary communication and coordination network; supporting non-traditional studies; (6) integrating the LTA program with career programs; (7) providing materials to support reader services; (8) publicizing library facilities and services; and (9) providing facilities to meet community, special, and recreational needs of library uses.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary, conclusions, and recommendations of the study are included in this chapter.

Summary

A. The Purpose of the Study

The purpose of this major applied research project was to identify the future roles of the library at Mercer County Community College through 1986 and to set priorities for these roles. The study was designed to use one of the futurist research methods, the Delphi method, to call upon experts in the college community to consider together what the roles of the MCCC library should be in the immediate future through 1986.

In particular, the study proposed to answer the following questions:

1. What are the future roles of the library in a community college as identified by a panel of faculty/staff and students?
2. What priorities does this panel attach to these various roles?
3. Do members of each participating group have different opinions about the relative importance of roles of the library?

4. What are the evaluations of these roles and priorities by the college-wide advisory committee?

B. Procedures

The initial stage of the study consisted of the search for a problem area in the field of library services that could be researched and studied by the writer. Interest in the Delphi method as a tool for forecasting future events or activities in such studies was generated during course works in the Ed.D program for community college faculty at the Baltimore Cluster of Nova University.

An extensive review of the pertinent literature related to the problem under study was conducted at the early stage of this writing. The review work was divided into two parts. The first part dealt with the role of the community college libraries in general, and the second part covered the development and use of the Delphi method.

This study was undertaken with the approval of the doctoral committee at Nova University and the college officials at MCCC. It used three groups of one hundred participants who were selected randomly from the population of the faculty/staff and students at MCCC and librarians working in other New Jersey colleges and universities.

The study consisted of three successive rounds of Delphi questionnaires interspersed with appropriate feedback of

information and opinion.

In Round I, the participants were asked to suggest the roles for the MCCC library. In Round II, the participants were given a list of seventy-nine generic role statements generated by Questionnaire I and were asked to rate each statement on a seven-point scale to indicate their perception of the importance of the role. In Round III, the average rating was reported for each item and the participants were asked to re-rate the items in light of the group opinion. They were also asked to write their minority opinion if they did not agree with the group consensus on Questionnaire III.

A selective listing of the suggested roles for the MCCC library, together with rating scores which indicated relative importance, constituted the major data obtained from the study.

The data were analyzed statistically to determine two different kinds of information. The computation was done by the MCCC computer facility. A mean score and standard deviation were obtained for the seventy-nine statements to determine what priorities this panel attached to these roles.

The t-test was used on the means of Questionnaire III to determine if each participating group held different opinions about the relative importance of roles of the library.

To receive recommendations and evaluations from the college-wide advisory committee for this study, a simplified three-step Delphi method was used. Nine key administrators of the college participated in this procedure.

C. Analysis of Data

The data derived from this study were analyzed as described below.

One hundred people participated in Round I and generated four hundred six role statements initially. These four hundred six items were reduced to one hundred fifty-four items by eliminating many obvious duplications and grouping those similar in thought under the eighteen subject headings. These one hundred fifty-four items grouped under eighteen categories were presented to the seven-member jury of experts. This process reduced the number to ninety-nine items. Then, a pilot study was conducted with these ninety-nine item questionnaires, and the final list of the seventy-nine items was grouped under fifteen subject headings.

The recommended roles represented a wide range of library activities. Many participants anticipated that a primary function of the MCCC library would be that of helping the college community in the learning and teaching process.

During the final round of rating, numerous minority opinions, which differed from the reported group opinion, were

expressed by participants. These opinions are listed in Appendix H.

Fifty-three participants completed Round II, and fifty completed Round III by ranking the seventy-nine statements according to the seven-point scale. Mean scores and standard deviations were computed to set priority rankings.

Nine items were rated above the mean score of 6 on the seven-point scale of importance. Fifty items received mean scores of between 5 and 6, sixteen items between 4 and 5, three items between 3 and 4, and only one item received less than the mean score of 2.

Although most participants were discriminating in their ratings and attempted to establish definitive priorities among the seventy-nine items, the scores which comprised the group opinion tended to fall in the top three scores of the seven-point scale.

Mean score in Round III was computed for each of the fifteen subject categories to provide the priority rankings among these fifteen subject groups. Microfilms, audio-visual services, and library orientation received higher rankings than the rating score of 5.6. The priority rankings for the recommended future roles of the MCCC library were computed from the mean scores of Questionnaire III.

In order to determine if there were significant movement toward group consensus, a comparison of the standard deviations

between Questionnaires II and III was compiled in Figure 1 and Table 9. Both Figure 1 and Table 9 indicated that standard deviation of all of the seventy-nine items decreased between Rounds II and III, which means that movement toward group consensus did result from the study.

To determine whether the student group response differed significantly from the faculty/staff group, the t-test was used. Table 10 was compiled from the t-test computations.

The results of the analysis shown in Table 10 indicate that nine individual items appeared as significantly different at 0.05 of two-tail probability level. These nine items were also compared individually in histograms. Each histogram drastically illustrated the group differences as shown in Figures 2-10.

Through a simplified three-step Delphi method, the nine-member college-wide advisory committee evaluated the seventy-nine role statements. Overall, the committee agreed with the priority rankings set by participants. They also believed that the library would play a more vital role in the educational process at MCCC in the coming years.

D. Findings

Three kinds of findings resulted from analysis of the data: (1) those dealing with the role recommendations with priority rankings, (2) those dealing with

group differences, and (3) those dealing with evaluations by the College-Wide Advisory Committee. The major findings were:

(1) Role Recommendations with Priority Rankings

Developing the future roles of the library at MCCC through 1986 and setting priorities for these roles were the major concerns of this study.

Table 11 reveals the seventy-nine recommended role statements according to the priority rankings which resulted from the study:

TABL3 11

Recommended Future Roles of the MCCC Library
Arranged by Priority Rankings

Priority Rank	Role Statement
1	To stress the role of the library as a learning resources center and the heart of the college
2	To provide a relatively quiet area with writing space and comfortable seating areas
3	To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces
4	To obtain sufficient reference material in keeping with the library's function
5	To provide aid to students in such areas as research and study improvement
6	To secure an adequate budget to provide various levels of library services to meet the needs of the college community

TABLE 11 (continued)

Priority Rank	Role Statement
7	To provide more microfilm readers and reader-printers
8	To provide a well-organized, easily-accessible, and high-quality collection of instructional materials which support the college curricula
9	To instruct classes and individual students in research and reference techniques
10	To offer an opportunity for LTA program students to gain experience working in the college library
11	To perform continuous evaluation of library programs by means of appropriate techniques and measures
12	To inform the college community of the types of materials and services available for learning and teaching through adequate public relations
13	To continue present curriculum-oriented supplementary role for the college
14	To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement
15	To provide a general information service as a center for inquiry and information
16	To consult with faculty regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses
17	To secure the library's holdings, a security system
18	To expand and maintain an up-to-date Vertical File
19	To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits

TABLE 11 (continued)

Priority Rank	Role Statement
20	To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements
21	To become more involved with other resource centers or libraries by establishing networks of information throughout the county and state
22	To develop a better circulation system so that the library clients can use or check out materials with minimal effort
23	To provide more programmed materials and a wider-range of learning devices
24	To introduce more learning seminars and workshops for instructors similar to ones offered during the intercessions
25	To provide a mediated orientation system for continuous self-instruction
26	To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the college
27	To provide up-to-date research materials including the use of television, videotapes, and other non-print materials
28	To develop modern processing techniques which increase output and decrease time required for processing
29	To provide resources for the experimentation, production, and evaluation of individualized learning materials
30	To provide increased services to patrons for self-study and more for life-long learning

TABLE 11 (continued)

Priority Rank	Role Statement
31	To offer continued support with audio-visual materials and equipment for the increasingly popular audio-tutorial labs
32	To provide non-print instructional resources for student use both in the library and by short-term loan
33	To become a resource center for educational training and personnel development
34	To serve as a preview and information center on film and other media available for all college courses
35	To provide high-speed copy machines for photocopying
36	To become a center of educational innovation in higher education
37	To provide available televised speeches and talks by guest speakers on the campus for those who were unable to attend because of schedule conflict
38	To be main center for storage and dissemination of print and non-print media and audio-visual equipment
39	To provide reorienting services to accommodate students who are starting college careers later than immediately after high school
40	To maintain an archival collection for the college
41	That the library is very important to the college and should be accessible to all students at all times by increasing the hours of operation
42	To provide expanded academic support for the faculty by analyzing what is happening and showing how the library can assist them in teaching their courses

TABLE 11 (continued)

Priority Rank	Role Statement
43	To provide cultural enrichment and create ideas through the display of art objects and other exhibits of interest to the college community
44	To provide typing facilities for those who do not have such facilities
45	To provide a reading and writing center staffed throughout the day to assist with subject matter
46	To supply leadership and expertise in collection building to support the philosophy and goals of the college
47	To establish communications regularly with newspapers, TV and radio stations for "public service announcements" regarding lib. activities
48	To offer a credit course in the use of reference materials
49	To develop individual learning modules for various career courses
50	To initiate consortium efforts to avoid duplicate collections
51	To become involved in the learning process for students in a college-without-walls program
52	To provide continuing educational aid to all members of local community
53	To provide additional ERIC (Educational Resources Information Center) materials
54	To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development

TABLE 11 (continued)

Priority Rank	Role Statement
55	To speed up book returns, to reinstate a fine policy
56	To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them
57	To conduct "Great Books" discussion or other similar book review activities for library users
58	To provide conference rooms and informal meeting areas for discussion and group meetings
59	To provide a place to break the strain of constant learning by relaxing with recreational reading and viewing materials
60	To be an information center for the local community
61	To act as a public relations agent of the college by promoting college curricula and courses
62	To provide testing facilities for CLEP (College Level Examination Program) and other learning programs
63	To offer paraprofessional courses in library science
64	To be more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers
65	To form a library committee which should include appointed or elected members from the student body, faculty, and staff
66	To provide staff development services for the college
67	To produce teaching resources if materials are not available commercially to meet educational needs

TABLE 11 (continued)

Priority Rank	Role Statement
68	To provide better delivery systems to eliminate need for customers to come to the library
69	To permit the outside community to circulate library materials and use the library facilities for meetings and workshops
70	To provide films that represent the most contemporary art or literary form
71	To become a depository library of government documents for this area
72	To become a center for gifted students
73	To provide computer-produced book catalogs to make them available at various locations throughout the college including instructors' offices
74	To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, movies or documentaries might be shown in a viewing room
75	To provide educational resources and facilities for community development
76	To sponsor and house extra-curricular activities, programs, and events
77	To become a social center for like-minded people to meet and to discuss matters of their interest and get together just for relaxing conversation
78	To provide a section in the library where parents can leave their children while they browse or study
79	To provide a place for people to come and play chess, checkers, etc.

(2) Group Differences

According to the results of the t-test analysis, role numbers 10, 14, 29, 35, 36, 48, 66, 69, and 75 appeared to differ significantly between the faculty and students groups. Among these nine items, only Role No. 48 received a higher mean score from the faculty group. Table 12 indicates these nine role statements.

TABLE 12

Nine Role Statements Appeared as Significantly Different
at the 0.05 of Two-Tail Probability Level

Role No.	Role Statement
10	To provide better delivery systems to eliminate need for customers to come to the library
14	To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them
29	To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces
35	To provide films that represent the most contemporary art or literary form
36	To be an information center for the local community
48	To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits
66	To provide typing facilities for those who do not have such facilities
69	To provide a relatively quiet area with writing space and comfortable seating areas
75	To provide aid to students in such areas as research and study improvement

(3) Evaluations by the College-Wide Advisory Committee

Evaluations by the nine-member college-wide advisory committee did not differ greatly from those of the faculty/staff and students groups. The committee believed that the library would play a more vital role in the educational process at MCCC in the near future. The committee agreed with most of the ratings given to the seventy-nine role statements by the faculty and students groups.

Roles considered to be the most significant included (a) building a larger microform collection; (b) expanding audio-visual services and collection; (c) providing initial and follow-on orientation programs including audio-visual self-instruction materials; (d) expanding the library collection to support college goals and objectives; (e) establishing an interlibrary communication and coordination network; supporting non-traditional studies; (f) integrating the LTA program with career programs; (g) providing materials to support reader services; (h) publicizing library facilities and services; and (i) providing facilities to meet community, special, and recreational needs of library users.

Conclusions

On the basis of the findings of the study, the following conclusions seem warranted:

1. As indicated by the seventy-nine future library roles, the MCCC library in the future will function as a comprehensive learning resource center. To comply with the recommendations for development of more effective management and expanded roles, the library will perform broader academic supportive services than those presently provided.
2. The MCCC library in the future will play a more vital role in the educational process. In addition to its present services, the library will focus on improved support for non-traditional studies, thus enhancing its image as the heart of the MCCC campus.
3. It was anticipated that members of the two participating groups in the study, i.e., faculty/staff and students, would evaluate and rate differently the importance of the recommended future roles of the MCCC library. However, only nine items out of seventy-nine appeared to differ significantly between these two groups. Among the nine items, students rated all but one item higher mean scores than those rated by the faculty group.
4. Evaluations by the nine-member college-wide advisory

committee did not differ greatly from those of the faculty/staff and students groups.

5. The Delphi method did succeed in developing the future roles for the MCCC library. The participants tended to approach consensus regarding the relative importance of the recommended roles in successive rounds of the study. During the evaluation procedure a strong trend toward consensus in succeeding rounds of the questionnaire was also noted.

Recommendations

A number of recommendations seemed to be warranted by the findings of this study. Based on the data and observations presented in this study, the following recommendations were cited for a possible course of action to improve the library services at MCCC in the future.

1. To perform the anticipated wide-ranging roles for the MCCC library in the coming year, every librarian will require expertise in areas such as curriculum development, educational policy systems, societal factors, college governance, learning theory, applied educational research and evaluation, in addition to traditional library and information sciences. All librarians to be hired in the future should have expertise in these fields.

2. To increase MCCC's microform collections, a policy statement should be developed to insure systematic collection-building and services.
3. To increase the use of audio-visual materials, all audio-visual materials should be shelved with regular print materials. The existing gap between non-print and print materials should be eliminated as much as possible, and a short term circulation should be initiated.
4. The library should introduce more learning seminars and workshops for instructors similar to those offered during the intercession. These kinds of activities will increase the library usage by faculty as well as students.
5. In addition to personal instruction of classes and individual students, a mediated orientation system for continuous self-instruction should be provided.
6. The library should constantly strive to secure an adequate budget to provide the various levels of library services to meet the needs of the college community.
7. The existing detection system should be used to protect non-print materials also.
8. An automated circulation system should be developed so that the library patrons can use or check out

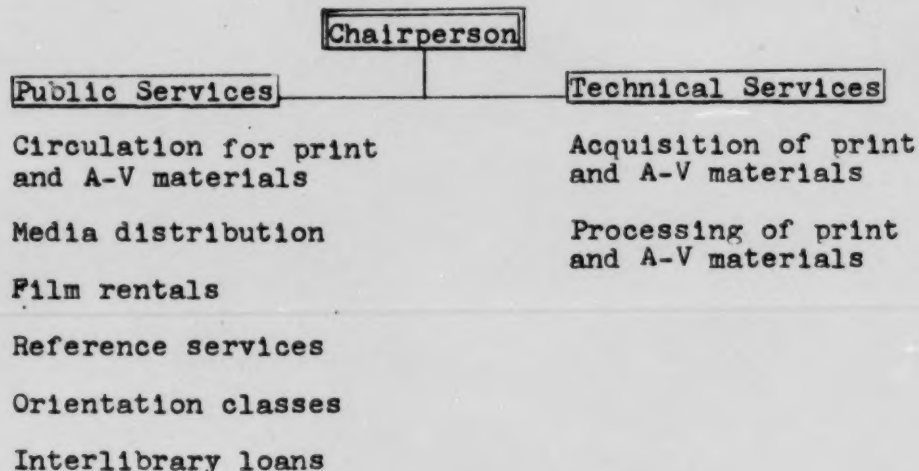
materials with minimal effort thus reducing human error in the circulation procedures.

9. A new fine policy should be implemented to insure return of circulated materials.
10. The library should provide a well-organized, easily accessible, and high-quality collection of instructional materials which support the college curricula. In particular, the reference collection should be expanded.
11. The library should become involved with other local libraries by establishing a network of information for special collections and rare items. Cooperation among area libraries is vital for effective services.
12. The library should become involved in the learning process for students in a college-without-walls program and should offer continued support with audio-visual materials and equipment for life-long learning.
13. The library should explore an opportunity for LTA program students to gain work experience in the college library and media center.
14. To be accessible to all college community members, the library should increase the Saturday library hours from 9-2 to 9-5.
15. To provide aid to students in such areas as research and study improvement and to offer a general information

service, the library should reorganize in order to allocate more manpower in the public service area. Figure 11 depicts the recommended organization chart for the immediate future.

Figure 11

Proposed Organization Chart for the MCCC Library



Some key points of this proposed organization are: (1) to eliminate the difference between handling of print and non-print materials, (2) to reduce the size of the technical service department, and (3) to increase the size of public service department; therefore, a new goal of

the library should be "serve public first; acquisition and processing come second."

In the writer's opinion, the library has succeeded in achieving this goal without any difficulty.

16. The library should take the lead in adapting professional library innovations and developments in support of the educational goals and objectives of the college.
17. The library should be involved actively in publicizing the types of materials and services available to the college community for learning and teaching, and stress its role as a learning resources center and the heart of the college through adequate public relations.
18. To provide areas where private discussions take place, the library should allocate space for additional group study rooms, and the present group study rooms in the mezzanine should be equipped appropriately for writing and study activities. All such rooms should have sound-proof walls and ceilings.
19. The library should develop a new policy to permit circulation of materials for use by the outside community. As a community college library, an effort should be

made to provide total library services for the surrounding community at large.

20. Finally, the writer recommends that the entire college community try the Delphi method as an administrative or management tool especially in the areas of planning and budgeting, goal setting, evaluation, and curriculum or program development.

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APPENDICES

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APPENDIX A

LIST OF THE PARTICIPANTS

Faculty and Staff

1. Prof. Frank Butorac, Associate Professor of Library
2. Prof. Lloyd A. Carver, Professor of Engineering
3. Dr. G. L. Colnaghi, Associate Professor of Psychology
4. Prof. Dominick DeFino, Associate Professor of Engineering
5. Prof. Helen Dolton, Chairperson of Nursing Dept.
6. Mrs. Jennifer Dowd, Director of Financial Aid
7. Mrs. Pat Duick, Instructor of Nursing
8. Mr. James Franklin Director of Publications and Information Services
9. Prof. Arthur S. Forman, Assistant Professor of Social Science
10. Dr. Greg O. Gagnon, Director of Extension Programs
11. Ms. Marilyn Gilroy, Instructor of Library Services
12. Prof. Leslus Gruns, Assistant Professor of Math
13. Mr. Joe Harold, Adjunt Faculty
14. Prof. George W. Ingenbrandt, Professor of English
15. Mr. Robert C. Jones, Instructor of Library Services
16. Dr. A. Kolb, Chairperson of English Dept.
17. Mr. Ronald Kopcho, Instructor of Psychology
18. Dr. Carl Kovelowski, Associate Professor of Business
19. Prof. Elizabeth Liu, Associate Professor of Nursing
20. Prof. Virginia Lucas, Assistant Professor of Nursing
21. Prof. Dominick Misciascio, Assistant Professor of Physics

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22. Dr. Virginia Mitchell, Research Associate
23. Mrs. Emily Harris Mucklow, Editor-College Publications
24. Prof. Robert Neff, Associate Professor of Biology
25. Prof. Al Porter, Chairperson of Chemistry Dept.
26. Mr. William Powell, Adjunt Staff
27. Dr. Stephen Richman, Associate Professor of Spanish
28. Prof. Paul Scheid, Associate Professor of Music
29. Mr. G. Robin Schore, Instructor of English
30. Dr. Frank B. Slezak, Professor of Chemistry
31. Ms. Evelyn Stern, Instructor of Visual Arts
32. Mrs. Sandra J. Thiel, Instructor of Allied Health
33. Miss Jean Widmaier, Instructor of Library Services
34. Prof. Samuel Willig, Associate Professor of Visual Arts

Students

- | | |
|--------------------------|-----------------------------|
| 1. Mr. Stefan A. Baillis | 7. Mr. David Farina |
| 2. Ms. Georgette Birk | 8. Ms. Kathy A. Fry |
| 3. Mr. David Brown | 9. Mr. Marvin W. Gibson |
| 4. Mr. James C. Cline | 10. Ms. Susan C. Goldenbaum |
| 5. Ms. Gail Doerrer | 11. Mr. Robert Hampton |
| 6. Ms. K. Fadden | 12. Ms. Sue Landis |

APPENDIX A (continued)

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|------------------------------|----------------------------|
| 13. Ms. Audrey R. McMahn | 23. Mr. James H. Rolon III |
| 14. Ms. Laural J. Maul | 24. Mr. Kelvin Smith |
| 15. Ms. J. P. Nawyn | 25. Mr. Joseph Tuccillo |
| 16. Mr. Dominic Nogare | 26. Ms. Ann Thompson |
| 17. Mr. Frederick G. Nurko | 27. Mr. Brian L. Turner |
| 18. Ms. Edy Perrone | 28. Ms. Gwendolyn Watford |
| 19. Ms. Julie Petix | 29. Ms. Velma White |
| 20. Ms. Ellen Rake | 30. Mr. David Williams |
| 21. Mr. Ralph Rizziello | 31. Mr. Bill Wilson |
| 22. Ms. Laurie Gail Robinson | |

Librarians from other New Jersey Colleges

1. Ms. Susan L. Johnston
Assistant Librarian
Atlantic Community College
2. Ms. Jean Dohms
Reference Librarian
Bergen Community College
3. Ms. Linda J. Goff
Media Utilization Advisor
Bergen Community College
4. Ms. Barbara Nickening
Media Utilization Section Head
Bergen Community College

APPENDIX A (continued)

5. Ms. Dona Singer
Head of Technical Services
Bergen Community College
6. Mrs. Sophia Stillerman
Media Utilization Advisor
Bergen Community College
7. Ms. Anita Davenport
Public Services Media Specialist
Brookdale Community College
8. Ms. Eleanor Ebeling
Dean of Learning Resources
Brookdale Community College
9. Mr. Westly H. Hutchinson
Chairperson of Technical Services
Brookdale Community College
10. Mr. Thomas Valler
Instructional Developer
Brookdale Community College
11. Mr. Hung-Yi Chang
Cataloging Librarian
Burlington County College
12. Mr. Charles Perrone
Acquisition Librarian
Burlington County College
13. Mr. David Maloney
Audio-Visual Director
Camden County College
14. Ms. Joan Getaz
Serials Librarian
Camden County College
15. Mr. Paul W. Kinney, Jr.
Reference Librarian
County College of Morris
16. Ms. Grace C. Wu
Cataloging Librarian
Cumberland County College

APPENDIX A (continued)

17. Mr. R. Allan Durrant, III
Reference Librarian
Essex County College
18. Mr. William Hulzenea
Reference Librarian
Essex County College
19. Mr. Zenon B. Sheparovych
Associate Dean for Learning Resources
Essex County College
20. Ms. Jane Crocker
Director-Library/Media Center
Gloucester County College
21. Mr. Robert J. Haroutunian
Audio-Visual Librarian
Gloucester County College
22. Mr. Edwin M. Ashley
Director of Learning Resource Division
Middlesex County College
23. Ms. Marianne Stoltenberg
Acquisitions Librarian
Ocean County College
24. Mr. Walter Tumiski
Reference Librarian
Ocean County College
25. Mr. John Holdorf
Assistant Librarian
Union College
26. Ms. Ruth E. Scarborough
Director of Learning Resources
Centenary College for Women
27. Ms. Carol Ann Jevell
Reference Librarian
College of Medicine of Dentistry of N. J.

APPENDIX A (CONTINUED)

28. Mr. George Sprung
Reference Librarian
College of Medicine of Dentistry of N. J.
29. Sister Grace McBreen
Periodical Librarian
College of St. Elizabeth
30. Sister Marie Rousek
Librarian
College of St. Elizabeth
31. Mr. Arthur E. Jones, Jr.
Director of Library
Drew University
32. Ms. Joyce Crenshaw
Acting Co-Director, Messler Library
Fairleigh Dickinson University
33. Ms. Laura Sue Fuderer
Reference Bibliographer
Fairleigh Dickinson University
34. Dr. Henry Voos
Professor of Library Service
Rutgers University
35. Mr. James F. McCoy
Former Director of Library
Mercer County Community College

Jury of Experts

1. Mr. Robert C. Jones
Reference Librarian
Mercer County Community College
Trenton, New Jersey 08690
2. Dr. Virginia L. Jones
Professor of the School of the Library Service
Atlanta University
Atlanta, Georgia 30314
3. Dr. Carl Kovelowski, Assistant Professor
Mercer County Community College
Trenton, New Jersey 08690

APPENDIX A (continued)

4. Professor James F. McCoy
Director of Learning Resource Center
Hudson Valley Community College
Troy, New Jersey 12180
5. Professor Josephine F. Thompson
Professor of the School of the Library Service
Atlanta University
Atlanta, Georgia 30314
6. Dr. Henry Voos
Professor of Library Service
Rutgers University
New Brunswick, New Jersey 08903
7. Mr. Zenon B. Sheparovych
Associate Dean for Learning Resources
Essex County College, Newark, New Jersey 07102

DELPHI QUESTIONNAIRE I

Dear Sir or Madam:

I am in the process of completing my doctoral study at Nova University (Baltimore Cluster). For my dissertation I have chosen to identify the roles of the Mercer County Community College Library in coming decade through the Delphi method.

The Delphi method is a mailed questionnaire method to develop group consensus on given issues. It consists of three steps:

- (1) The first questionnaire asks for a list of roles of the Library.
- (2) On the second round each person receives a copy of the list of the roles, and is asked to rank each role by a criterion.
- (3) The third questionnaire includes the list of roles and the ratings, indicates the consensus if any, and asks the person either to revise his opinions or else to specify his reasons for remaining outside the consensus.

As the first step, I am asking you to assist by writing a list of roles of this library that you feel are important. I believe that you will need to spend only ten to twenty minutes on each of the three questionnaires. Subsequent questionnaires will follow at approximately four-week intervals. A final report will be provided for each participant who wishes to have it.

If you do not wish to participate in this three-step study, please do not put your name and address on the next page, however, I would very much appreciate it if you could fill out the enclosed page and return it to me. A self-addressed stamped envelope is included for your convenience.

Thank you very much for your cooperation.

Sincerely yours,

Yong Sup (Sam) Sim
Assistant Professor of Library
Services and Reference Librarian

Appendix B (continued)

IDENTIFYING THE FUTURE ROLES OF THE LIBRARY AT THE COMMUNITY
COLLEGE: A DELPHI STUDY.

Delphi Questionnaire I

Name _____ Position _____

Address _____

Please indicate below what you consider to be appropriate future roles of the library at Mercer County Community College.

If you wish to make more than five suggestions, please use the back of the sheet. I do appreciate your participation in the study.

- 1.
- 2.
- 3.
- 4.
- 5.

Individual names will not be used in published tabulations of the results of the study. With permission from the participants, a list of the participants will be included in the final report.

APPENDIX C

Primary role statements generated by Questionnaire I

"Provision of information and data to consumers, rather than the container in which they are packaged."

"To manage its resources in a networking mode so that a quasi-Bradford distribution covers use and collection development."

"Provide more online data base services."

"Better delivery systems to eliminate need for customers to come to the library."

"Differentiate libraries between reference libraries and recreational libraries."

"To aid students in finding books."

"To be able to take out magazines."

"The first priority a librarian should have is in giving as much help as the individual needs in locating the correct materials."

"Provide current information on major subjects taught at MCCC."

"Should have thorough references in major subjects."

"Should provide a quiet place for students to work."

"It should not become an area for socializing."

"In my opinion there are many outdated books in this library many of the books are very old."

"I find it bothersome to read in the areas of the library where the ceiling is high, light is dim."

"It selects and acquires library materials."

"It prepares these materials for the use of students, faculty, and others."

APPENDIX C (continued)

"To circulate materials and provide inter-library loan services."

"To offer reference services and provide supportive equipment."

"To give instructions in the use of the library."

"It interprets library collections to the administration, faculty, students, and community."

"It supplements and continues classroom instruction."

"It provides adequate and comfortable physical facilities for study."

"To conduct adult education programs."

"To increase the hours of operation."

"To advertise what the library has to offer to the public (public relations)."

"To have access to tapes of educational TV programs for use by patrons."

"The dissemination of library materials to the members of the surrounding communities."

"Use of materials contained within the library should not be limited to members of the student body, but rather made available to members of the community."

"The library is very important to the College and should be accessible to all students at all times."

"The library need not be "large" but should be rich in the materials needed by your students."

"It should have available different media in order to educate your students to use these media."

"The library should teach students how to get information so they are able to use this skill after they have graduated."

APPENDIX C (continued)

"Library should offer more media for both students and faculty."

"Students should be more aware of what library offers (which is a great deal) and be given projects by faculty to make use of library and excellent staff."

"First and foremost to provide a reference source which is more than adequate to serve the College community. Second to maintain an up-to-date collection, books, periodicals, AV to fulfill #1."

"Having the testing center in the library is fine but perhaps something could be worked out to operate the testing center during vacations when the library is closed. Some night students lose out sometimes."

"A good training center for Library students."

"In order to be a good reference center, many more books will have to be added to the collection or two or more copies of the collection listed in the card catalogs."

"To serve the student body, library aides or workers need more training."

"Library materials should be allowed to be used by local community members."

"Should be an information center for local community."

"Should provide computer terminal."

"Should provide a typing facility."

"Should provide group discussion rooms."

"Should provide a quiet place to study."

"Serves as a source for independent study."

"Support all phases of curriculum and college programs."

"Instructional innovation and instructional material center."

APPENDIX C (continued)

"Conservator, custodian of the cultural heritage (warehousing role)."

"Cultural center for the surrounding community."

"Professional development in service education center."

"Provide CLEP testing facility (College Level Examination Program)."

"I believe if a library is going to be equipped with audio-visual teaching aids, it should have all the material for all of the subjects; not just some."

"To supply information and to increase the amount of information available to the student."

"To provide a place of study and relaxation in between courses."

"The library should obtain as much reference material as possible since that is its main function."

"Role of library as a center of study should be stressed more to increase use."

"Library must be able to handle student needs by continually keeping up to date on areas of study."

"To supply reading material complimentary to the courses here."

"To expand in the area of visual arts."

"More recent and up to date books."

"An increased amount of literary magazines."

"Bigger book selection and more magazines."

"Foremost and most important, to aid the student as an available means of research for a subject."

"A place where one will always be able to relax and concentrate on learning without constant distractions."

"For those who don't like to read, a place where thru the use of audio-visual aids one can be self taught certain topics. The use of audio-visual aids also aids in the process of learning for a slower student."

APPENDIX C (continued)

"Finally, just a place to break the strain of constant learning, by relaxing with a newspaper and/or magazine. This will help to put those constant learning pressures aside."

"To get a wider variety of AV material, films, tapes, records, etc. Have a better selection of books and periodicals."

"Help people become more familiar with the library, how to use it."

"To have a sufficient amount of books, magazines, etc. available to any kind of student."

"To have a wide variety of literature available."

"To supply a wide variety of audio-visual aids to students."

"Coordinate library holdings with MCCC class subject coverage by: coordinating resource holdings in library with reference lists in text chapters. Coordinating journals with class subjects. Coordinating film collection and greatly updating collection."

"Make a creative effort to reach out to students and teachers by topical collections instead of these cruddy space-consuming art shows."

"Quiet place to study or read."

"Good place to meditate."

"To store information for students relative to any field or hobby the user may need for reference."

"To have on hand any text books used in college classes."

"To store a selection of film relative to the needs of the students."

"To have on hand newspapers and magazines for reference and pleasure relaxation."

APPENDIX C (continued)

"To have a selection of music of past and present time to show different trends of history."

"Available televised speeches, talks, etc. of guest speakers, especially useful if student is unable to attend live because of schedule conflict."

"Required orientation course upon entering MCCC to show new student what is available and how to use library fully."

"A posted list of newly purchased books, list books to be removed from the collection after about three to four months."

"A posted list of magazine available as it is difficult to tell exactly from looking at racks if all in stock."

"In the future there should be more quiet rooms, greater divisions between types of book possibly dividers or separate rooms."

"Assist students trying to locate materials by adding people to assist students."

"Speed up book returns."

"Increase speed of copy machines when producing copies."

"To provide varied reference materials in different media."

"To promote and stimulate reading in fiction and non-fiction areas via displays and new books purchased."

"To encourage a quiet atmosphere for study."

"Provide helpful assistance to locate materials and books."

"Would like to see separate area set aside for typing of reports by students, especially for those without facilities at home."

"Libraries are becoming more of a place to come to socialize-getting together for relaxing conversations."

"Maybe in a few years, they'll have a section in the library where you can drop your kids off at so you can browse unbothered."

APPENDIX C (continued)

"Maybe they'll have sections in the library where people will be giving speeches, recitals (musicals), etc. for those interested movies or documentaries might be shown in a "viewing" room."

"A place to come and play chess, checkers, etc."

"Have a broad category of current information pertinent to the subjects discussed in any and all classrooms of this college (books, magazines, tapes, movies--whatever is needed to clarify a topic)."

"Provide adequate "Quiet" facilities for those wishing to study."

"Provide most current resources available that are relevant to coursework at MCCC."

"Provide additional resources such as visual aids, displays, and lending-receiving with other colleges."

"Provide aid to students in such areas as research and study improving."

"Provide conference rooms and informal meeting areas for discussion and group meetings."

"Sponsor and house academically based, extra-curricular activities, programs, and events whenever possible."

"Up-to-date research center; through the use of television, videotaped news, sports, etc."

"Stimulative reading; including a wide variety of topics."

"Self-taught courses; through the use of pre-programmed computers a student could investigate certain areas of study, along this same line would be condensed information courses which would cover a broad topic very generally to give you an idea of the scope of the topic."

"Inter-Library Loan for research because it would be foolish to stock our library for research."

"Reference services for staff-----How many colleges have non-traditional learning programs?"

APPENDIX C (continued)

- "Improvement of general (MCCC course-related) holdings."
- "Availability of information on multi-media materials."
- "Greater participation of all LRC in college activities."
- "Support the curriculum."
- "Enrich the curriculum."
- "Support the needs of our faculty."
- "Recreational reading needs of college."
- "As an alternative to mass media serving to cultivate people's independent judgment and taste."
- "As an information pool for those who cannot afford to get such information otherwise."
- "As a social center for like-minded people to meet and to discuss matters of their interest."
- "Disseminating materials."
- "The evaluation and coordination of materials which support the curriculum."
- "Interpreting the collection to the clientele."
- "Creating an avenue that will contribute most to the intellectual life of the clientele."
- "Creating modern ideas that should promote personal interest of the clientele."
- "Staff development services."
- "Remedial services and testing services."
- "Conduct 'Great Book' discussions for our advanced students."
- "Offer a credit course in the use of reference materials."

APPENDIX C (continued)

"Offer an opportunity for library school students to gain experience working in the college library."

"Support of instructional program."

"Support of organized community programs."

"Support for individuals in community."

"Encourage students to develop a motivated need to use the library."

"To promote the use of the LRC by the faculty."

"To offer instruction in use and encouragement to utilize the library by patrons."

"To develop business methods in the running of a non-profit library."

"To have on hand information needed to present to authorities to back your position for library share of budget."

"Provide an educational program that assists students in formulating realistic career goals and has materials for achievement of these goals."

"Road to library that accommodates individual differences in learning rates and prior knowledge."

"Utilize the total resources of the community as a laboratory for learning."

"Implement the concept of accountability by defining outcomes, differentiating processes and results for all undertakings."

"Purchase of new print and non-print materials."

"Keeping existing materials in usable form."

"Producing and duplicating locally designed materials (print and non-print.)"

APPENDIX C (continued)

"Seeing that LRC clients can use materials with the least hassle (especially non-print)."

"Regular (yearly) review of resource requirements."

"Computer-based library in which the card catalogue has been replaced by a computer produced catalogue printed in book form. The catalogue should be available at various locations throughout the college-including instructors offices."

"Use pneumatic tubes to deliver materials from central library to other sections of the campus."

"Increase independent study as more programmed materials are a wider range of technological devices become available."

"New services to serve a heterogeneous population especially if services to the public at large are inadequate."

"Collection development will change to correlate with priorities in society and changes in the labor market."

"Increase service to patrons for self study and more for life-long learning."

"More open access to information, have information available, resources in nearby libraries, and have new relationships to achieve."

"Use of computer and new technology to mechanize records function and accelerate retrieve functions."

"Electronic transmission of information."

"Storage of more information in microfilm and microfiche."

"Basically the library role will remain the same, the changes will be to use more technology to advance the transfer of information; computer, instruction, networking, on-line computer technology, microform technology, cable television, mass digitizer storage, machine processing of text."

"Non-print instructional resources for student use, both in the library and by short term loan."

APPENDIX C (continued)

"Traditional book loans, with heavy emphasis on non-instructional books (current novels, etc.)."

"Non-print "entertainment" loans (eg., tapes, LP albums, and the new laser generated recordings)."

"Traditional reference serves and periodical supplies."

"Public access to resources."

"To support the classroom teaching with additional printed material."

"To supply varied material and material in depth for students who want additional information."

"To provide non-printed material for classroom instruction (films, slides, tapes, records)."

"To house materials necessary to teach students how to research for themselves."

"To provide materials for pleasure both for students and faculty in latest books, books and materials on many issues and topics."

"To provide journals, magazines, and newspapers so that students and faculty will be aware of the latest knowledge, research, news as it appears."

"To assist personnel in locating research material and books."

"To assist personnel in getting books from other libraries."

"To maintain films, records, slides etc., on vast amount of subjects."

"To offer programs to the community and to open the library to the community."

"To maintain up-to-date books and periodicals."

"Information Center for community patrons, faculties and students."

APPENDIX C (continued)

"Cultural center for the community."

"Instructional lab for students."

"Agent for special research of local community."

"Educational media for the community."

"To provide materials to support the college learning programs."

"To provide materials and equipment necessary for students to complete learning objectives."

"To provide information to faculty and instructional developers or utilization of media."

"To provide resources for the experimentation, production and evaluation of individualized learning materials."

"Coordinator of library instruction units in the various disciplines."

"Supporter of individual and institutional research."

"Source of information related to the context of curricula offered."

"Source of information related to personal needs of students and personnel."

"Source of information on further sources of information."

"Manufacturer of instructional materials in many media."

"A central repository, reference and circulation facility for printed and visual materials (including quiet study carrels)."

"A place for films, filmstrips, audio cassettes, slides, and other packaged learning materials...for a student to preview or review course-related materials."

"A central filing place for cataloging, viewing and retrieving the new art visuals being planned (at the Univ of Chicago) for microfiche, of famous museum collections."

APPENDIX C (continued)

"Complete holdings of the famous collections can be reduced and retrieved on a few file-sized cards."

"A repository, and viewing place for duplicates of all of the slides which the college owns, for art history, Zoth. Center art, etc., the Kelsey collection, Mexican Artifacts, etc., (will require an art slide librarian)."

"An area for student typing and report preparation; film screening, slide viewing; microfiche reading, art viewing through an appropriate gallery, or galleries, etc.)."

"A central facility for supplementing faculty and staff research, college related; with a service provided whereby sources for reference, or accumulate current data on behalf of the project."

"Help the people who want to help the college, and the programs it offers, but do not have the personnel or the resources to complete independent data."

"A music, literature and audio-cassette central repository, and a visual arts facility, including videotapes, microfiches and all of the technological developments still being invented for accumulating knowledge, pleasure, formal education or personal enrichment."

"Instructional support and development curriculum taught at the College."

"Provide material especially non-print media for individual enrichment as well as classroom use."

"Community resource center."

"Academic research facility for faculty and community."

"Produce teaching resources if materials are unavailable commercially to meet educational needs."

"Support the academic program of the College."

"Support the research of faculty and staff."

"Act as selective depository library for government documents for this area."

APPENDIX C (continued)

"Offer courses in Library Science."

"Extend service to all in County Funding and staff are available."

"Repository of books, reference materials, periodicals."

"A place for record listening and to study."

"To supplement the curriculum of the college with print and non-print materials."

"To provide multilingual print and non-print material."

"To do research for faculty members."

"To provide recreational reading."

"To permit outside community to circulate material."

"Microfilm of any significant periodicals, newspapers, for the past fifty years, foreign as well."

"Large reserve room with several copies of each book that cannot leave the library."

"Latest books both reference and fiction."

"Large rooms for storage of books where one can inquire if the books are not on the shelf."

"Resource center for students."

"Resource center for faculty and administration."

"Research service in support of the college community."

"Sponsor of art, landscraft shows, etc."

"Provide non-reserve copies of text books to respond to the needs of our poorer students who are sometimes without theirs at present."

"Provide service to the general public."

"Maintain up-to-date stock of representative books."

APPENDIX C (continued)

"Serve as a quiet place to read and study."

"Teach students and the general public how best to use library research facilities."

"Serve as a preview and information center on film and similar media available for all college courses."

"Expand college ties with "senior citizens" by sponsoring lectures, films, art shows for them."

"Act as a link between Bachelor's degree--bound students at MCCC and more specialized research libraries."

"Act as a publicity and public relations agent of the college by promoting college curricula and courses."

"Facilitate reference work for students by making it easy to send reference materials in the library."

"Providing up-to-date reading materials, fiction and non-fiction."

"Providing opportunities for students, staff, and faculty to keep up-to-date on recent library acquisitions and information sources."

"Source of printed and non-print materials."

"Source of appropriate "recreational" and enrichment materials such as records and audio tapes."

"A relatively quiet area with writing space and comfortable seating areas for research and leisure reading."

"An area for cultural enrichment through the display of art objects and other exhibits of interest to the community."

"Provide a well-organized, easily accessible and high quality collection of instructional materials which support the college curriculum."

"Provide effective research media and other learning resources."

"Provide leadership in educational innovation."

APPENDIX C (continued)

"Provide materials and services which stimulate the personal development of the individual (student, faculty and staff) beyond basic curricula requirements."

"Provide educational and recreational resources and facilities for community development."

"Continued selection (with faculty) and permission of audio-visual materials for mediated courses."

"Provision of a better assortment (types and levels) of media for independent study."

"Continued support, with audio-visual materials and equipment of the increasingly popular audio-tutorial labs."

"Participating more with other libraries in order to meet the demands of the community."

"To provide a testing center service."

"Provide audio-visual booths for independent study."

"Source of books to take out or read at the library."

"Source of newspapers and magazines and scholarly journals."

"Maintenance of current periodicals."

"Possibly introducing more learning seminars (in service) workshops for instructors similar to the ones during intercession."

"More ERIC facilities and distribution."

"Supplying leadership and expertise in collection building to support institutional curricula."

"Furnishing instruction in library use and bibliography to enable students to make effective use of libraries."

"Organizing materials, services, and facilities to assure effective integration of library with educational mission of school."

APPENDIX C (continued)

"Supplying leadership and expertise in collecting and organizing research materials for scholars and faculty in areas identified as special concerns."

"Taking the lead in adapting professional library innovations and developments in support of the educational and research objectives of the institution."

"Collection development which reflects the needs of primary clientele."

"Expansion of teaching role to include not only primary clientele but all clientele that use the library."

"Development of modern processing techniques which increase output and decrease time required for processing."

"Continuance of present curriculum-oriented supplementary role for the College of St. Elizabeth."

"Resource medium and teaching center for increased number of independent study programs."

"Source of leisure pursuits, AV as well as book interests."

"Meeting place for public related workshops for the elderly, the handicapped (in conjunction with our new Center for Independent Living, and extension of the Home Economics Program)."

"Controlled area for public and/or private exhibits, cultural presentations, concerts, etc."

"To be an active integrated part of the total academic educational experience."

"To provide diverse types of materials and services necessary to serve the needs of the academic community."

"To be aware of changes in the curriculum and develop collections and services to support new programs."

"To actively teach students how to do research and find information."

APPENDIX C (continued)

"To become an active participant in the learning process: creating and disseminating learning packages as well as storing them."

"To become more involved in using people as resources, rather than just books, films, etc."

"To become more involved in bringing information to the users: for example, emphasizing resource facilities at extension centers."

"To become more involved with our resource centers establishing networks of information throughout the county and state."

"Research center-----the traditional role of library as storehouse of printed material (books and periodicals)."

"Repository and information source for non-print materials."

"General information center--a place where a student could through the assistance of staff locate reference materials for business and professions."

"More direct involvement of the Learning Resource Center in curriculum planning and program development."

"The library will extend its services past the academic into the general community population."

"Through consortium attempts will be made not to duplicate collection when possible to economize."

"Public libraries will become extension centers of college offerings and greater cooperation will develop."

"Information retrieval function."

"Clearing house for information about career and community opportunities."

"Development of individual learning modules for various career courses."

"Part of a community network of libraries."

APPENDIX C (continued)

"Producer of college credit courses via TV, newspaper, etc."

"To provide more academic support to the teaching faculty by analyzing what is happening and showing how the LRC can assist in teaching his courses."

"To maintain an archival collection of the institution."

"To assist in the instruction of reference books and how to do research papers."

"To instruct classes and individual students in research and reference techniques and to reinforce classroom instruction."

"Obtain and/or create print and non-print materials and consult with individual faculty members on the acquisition of teaching aids into supplementary instructional materials for specific classroom uses."

"To continue to be the depository for the college's archives."

"To purchase print and non-print materials to support our curriculum."

"To provide information needed by students and faculty."

"To educate the students and faculty in the use of the library resources."

"To produce educational materials as needed such as transparencies, graphics, videotapes, etc."

"To cooperate with the community by lending our resources through other libraries and networks."

"Provide collection to support course offerings."

"Provide instruction to students in research technique."

"Provide advice to faculty in assignments and exams."

"The main center for storage and dissemination of print and non-print media and audio-visual equipment."

"Source of human and physical resources needed in learning/teaching process."

APPENDIX C (continued)

"Center of educational innovation in higher education."

"Resource center for educational training and personnel development."

"The leader in computerized and automated library information techniques and systems."

"Reorienting services to accommodate students starting college careers later rather than immediately after high school."

"Increased involvement in learning process for students in college-without-walls program and the senior citizens."

"Developing procedures that successfully provide integrated materials (print and non-print) to patrons."

"Librarians will develop expertise in subject areas and thereby increase their classroom involvement."

"The education of librarians must be restructured to provide them with new skills to meet a different need."

"Better microfilm and microfiche library."

"Better inter-library loan network."

"Newspapers on microfilms."

"Provide the students and the academic community with needed information."

"Supplement and enhance instruction by providing alternate media and methods of reinforcement."

"As 'leisure time' increases, provide more hobby and avocational materials."

"To support the educational objectives of the college and to assist the institution in the achievement of its objectives by the pursuit, dissemination and preservation of knowledge."

"To provide materials to adequately support and give breadth to the curriculum which will aid effective teaching and learning."

APPENDIX C (continued)

"To be the educational center of learning for students as well as faculty and administration."

"To provide the right materials for the student doing independent study; for the student needing recreational reading materials."

"To inform the college community of the type of materials available for college learning through adequate publicity and personal public relations."

"To make the collection of nearby libraries accessible to the college community through inter-library loan or reciprocal arrangements or consortia."

"To serve as a teaching agency, as a materials center, as a study and reading center."

"I do not see the role of the library changing from what it is today."

"Provide information for research use."

"Have reference sources readily available."

"Provide assistance to faculty and staff in locating data for immediate use."

"Maintain an up-to-date collection of relevant and timely publications."

"Provide media search assistance for producer/directors and instructional development participants."

"By staying opened late a little longer."

"The library has what it needs for the next ten years."

"The staff and workers couldn't be any better than now."

"The library should have cards above the catalog files instructing participants about its use."

"The library should have a penalty fine policy for those students who return books late."

APPENDIX C (continued)

"Expand if possible the vertical file to where the art work is located."

"More library aids at night."

"To provide secondary sources of information related to the college curriculum (books, records, tapes, films)."

"To provide reference directory for students to locate appropriate material."

"To provide reading and writing center staffed throughout day to provide help in subject matter."

"To provide information on material available at other local libraries."

"To provide a warm place to wait for the bus on cold nights and plenty of newspapers and magazines to read."

"Provide files of primary journals in the English language covering major disciplines represented by the college curricula."

"Provide a selection of general information magazine covering cultural technological and philosophical events."

"Provide files of self study units for student use."

"Repository for up-to-date reference materials."

"Current publications and periodicals."

"Repository for current software."

"Provide students with current and relevant print and non-print materials."

Provide students with a well equipped center for reviewing non-print materials."

"Provide MCCC staff with relevant reference materials."

"Develop a cohesive plan for development of mediated program review areas consistent with policies of the library."

APPENDIX C (continued)

"Teaching students and faculty how to use the library effectively."

"Selection of new book materials."

"Acting as a change agent for the improvement of instruction."

"To develop a specialized branch, such as medical library."

"Free flow of holdings but with security system so that holdings can be fairly distributed."

"More individualized assistance to students or periodical orientation system set up for continuous orientation."

"Provide materials for scholarly research, literature, criticism, journals, reference material."

"Provide a wide range of current reading--best sellers of literary value, recordings of contemporary music."

"Provide films that are perhaps the most contemporary art or literary form."

"Search and provision on biomedical information."

"Provision on teaching support in the health sciences."

"Extramural support services to health providers."

"Acquisition on appropriate resources to support teaching, research, and patient care."

"Resource and research center for faculty and students."

"Community resource center."

"Provide books, (text and reference), covering fields of interest of our students and faculty."

"To become the academic center of the university community."

"To meet undergraduate needs satisfactorily in all programs."

APPENDIX C (continued)

"To expand cooperation with libraries in the region, especially academic ones, and especially in the areas of collection development and providing sources."

"Resource guidance ----- development of an effective resource location system."

"Expanding its holdings of all types of materials."

"To offer supportive curricular materials to students and staff."

"To provide other materials that will create opportunities for students and staff to develop leisure reading and viewing habits."

"To become a center for inquiring and information."

"To become an integral part of the college complex, possibly through special programs."

"To establish communications regularly with newspapers, TV, and radio stations for "public service announcements" regarding library activities."

"To stress the role of the library as the heart of the College."

"To provide more readers and reader-printers for the use of various microform materials."

"To secure an adequate budget to provide various levels of library services to meet the needs of the college community."

"To secure qualified staff to make the library functional."

"To provide additional ERIC materials."

"To support the faculty in their teaching duties."

"To aid the member of faculty in further their research projects."

"To aid the student in furthering his or her education."

"Continuing educational aid to all members of college community."

APPENDIX C (continued)

"Provide requested information to patrons."

"To increase mechanization and modernizing the various services of the library."

"To aid other libraries in the inter-library loan services."

"Provision of selected primary and secondary print sources for student study and research."

"Provision of selected AV materials for listening and viewing."

"Offering individualized assistance on various levels to students seeking materials in all fields."

"Provision of AV production facilities (on a limited basis)."

"Stimulation of intellectual life on the campus through exhibits and services."

"Library serves the faculty and student body as the central agency for collection and dissemination of resource materials."

"Community use of library facilities."

"The over-all library program reflects the curricular objectives and functions of the local community college."

"Innovative instructional experiences provided for community college student body."

"Continuous evaluation of library programs by means of appropriate techniques and measures."

"To become a prevention center to keep society up to date on new technology to prevent "future shock."

"To become an Experimentation Center to test the validity of new teaching/learning strategies."

"To become a Rehabilitation Center where biblio-therapy can be practiced to meet the mental health needs of the community."

APPENDIX C (continued)

"To become a Seminar Center where authors can contact the community to share their ideas and knowledge."

"To become a center for gifted children."

APPENDIX D

A PRELIMINARY DELPHI QUESTIONNAIRE II PRESENTED TO THE JURY OF EXPERTS

Delphi Questionnaire II

Name _____ Position _____

Address _____

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
1. To teach students how to use library facilities and resources to get information so they can continue to use this skill after they have graduated	will be	1	2	3	4	5	6	7	
2. To offer a credit course in the use of reference materials	will be	1	2	3	4	5	6	7	
3. To coordinate library orientation units in the various disciplines and serve as an instructional lab	will be	1	2	3	4	5	6	7	
4. Librarians will develop expertise in subject areas and thereby increase their classroom involvement	will be	1	2	3	4	5	6	7	
5. To offer instruction in use and encouragement to utilize the library by patrons	will be	1	2	3	4	5	6	7	
6. To instruct classes and individual students in research and reference techniques and to reinforce classroom instruction	will be	1	2	3	4	5	6	7	
7. To expand the teaching role to include not only primary clientele but all clientele that use the library	will be	1	2	3	4	5	6	7	
8. To offer more individualized assistance to students, and provide a mediated orientation system for continuous self-instruction	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS	
IS	READERS' SERVICES									
1.	To provide a source for human and physical resources needed in learning and teaching processes	will be	1	2	3	4	5	6	7	
2.	To provide a general information services as a center for inquiry and information	will be	1	2	3	4	5	6	7	
3.	To interpret library collections to the administration, faculty students, and community	will be	1	2	3	4	5	6	7	
4.	To provide information retrieval and reference services	will be	1	2	3	4	5	6	7	
5.	To become a clearing house for information about career and community opportunities	will be	1	2	3	4	5	6	7	
6.	To conduct "Great Books" or other similar discussion activities for library users	will be	1	2	3	4	5	6	7	
7.	To become a resource center for educational training and personnel development	will be	1	2	3	4	5	6	7	
8.	To provide aid to students in such areas as research and study improvement	will be	1	2	3	4	5	6	7	
9.	To be main center for storage and dissemination of print and non-print media and audio-visual equipment	will be	1	2	3	4	5	6	7	
10.	To provide staff development services for the College	will be	1	2	3	4	5	6	7	
11.	To provide information to faculty and instructional developers for utilization of media	will be	1	2	3	4	5	6	7	
12.	To provide a large reserve room with several copies of each book that cannot leave the library	will be	1	2	3	4	5	6	7	
13.	The library is very important to the college and should be accessible to all students at all times by increasing the hours of operation	will be	1	2	3	4	5	6	7	
14.	To provide diverse types of materials and services necessary to serve the academic community	will be	1	2	3	4	5	6	7	
15.	To provide an educational program that assists students in formulating realistic career goals and materials for achievement of these goals	will be	1	2	3	4	5	6	7	
16.	To be the educational center of learning for students as well as faculty and administration	will be	1	2	3	4	5	6	7	
17.	To provide individualized assistance on various levels to students seeking materials in all fields	will be	1	2	3	4	5	6	7	
18.	To provide library services to the faculty and student body as the central agency for collection and dissemination of resource materials	will be	1	2	3	4	5	6	7	
		will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
F A	FACILITIES								
1. To provide a section in the library where parents can leave their children while they browse or study	will be	1	2	3	4	5	6	7	
2. To use a pneumatic tube system to deliver materials from central library throughout the campus	will be	1	2	3	4	5	6	7	
3. To provide high-speed copy machines for photocopying	will be	1	2	3	4	5	6	7	
4. To provide typing facilities for those who do not have such facilities	will be	1	2	3	4	5	6	7	
5. To provide material and equipment necessary for students to complete learning objectives	will be	1	2	3	4	5	6	7	
6. To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, and movies or documentaries might be shown in a viewing room	will be	1	2	3	4	5	6	7	
7. To provide a good place to meditate	will be	1	2	3	4	5	6	7	
8. To provide adequate and comfortable physical facilities for study	will be	1	2	3	4	5	6	7	
9. To provide a central repository, reference, and circulation facilities	will be	1	2	3	4	5	6	7	
10. To provide conference rooms and informal meeting areas for discussion and group meetings	will be	1	2	3	4	5	6	7	
11. To assure a place where patrons can relax and concentrate on learning without constant distractions	will be	1	2	3	4	5	6	7	
12. To provide a comfortable waiting room for bus riders and plenty of newspapers and magazines to read while they wait	will be	1	2	3	4	5	6	7	
13. To provide a relatively quiet area with writing space and comfortable seating areas for research and leisure reading	will be	1	2	3	4	5	6	7	
L T	LIBRARY/MEDIA CENTER TECHNICAL ASSISTANT DEGREE PROGRAM								
1. To offer paraprofessional courses in library science	will be	1	2	3	4	5	6	7	
2. To offer an opportunity for L.T.A. students and/or other library school students to gain experience working in the college library	will be	1	2	3	4	5	6	7	
3. To become a good training center for L.T.A. students	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
CU CURRICULUM									
1. To provide expanded academic support for the teaching faculty by analyzing what is happening and showing how the library can assist instructors in teaching their courses	will be	1	2	3	4	5	6	7	
2. To obtain and/or create print and non-print materials and to consult with individual faculty members regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses	will be	1	2	3	4	5	6	7	
3. To continue present curriculum-oriented supplementary role for the College	will be	1	2	3	4	5	6	7	
4. To offer supportive curricular materials to faculty and students	will be	1	2	3	4	5	6	7	
5. To provide a reading and writing center staffed throughout the day to assist students with subject matter	will be	1	2	3	4	5	6	7	
6. To provide files of primary journals covering major disciplines represented by the college curricula	will be	1	2	3	4	5	6	7	
7. To provide materials that will adequately support and give breadth to the curriculum and thus aid effective teaching and learning	will be	1	2	3	4	5	6	7	
8. To support the educational objectives of the College and to assist in achievement of its objectives by the pursuit, dissemination, and preservation of knowledge	will be	1	2	3	4	5	6	7	
9. To provide testing center facilities	will be	1	2	3	4	5	6	7	
10. To provide assistance to faculty and students in their assignments and exams	will be	1	2	3	4	5	6	7	
LA LIBRARY AUTOMATION									
1. To use computer and advanced technology to mechanize the technical and public services	will be	1	2	3	4	5	6	7	
2. To become a leader in computerized and automated library information techniques and systems	will be	1	2	3	4	5	6	7	
3. To provide computer terminals	will be	1	2	3	4	5	6	7	
4. To provide electronic transmission of information facilities	will be	1	2	3	4	5	6	7	
5. To become a computer-based library in which the card catalogue has been replaced by a computer-produced book catalogue to make the catalogue available at various locations throughout the college, including instructors' offices	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
NS NON-TRADITIONAL STUDIES									
1. To provide a resource medium and teaching center for increased numbers of independent study programs	will be	1	2	3	4	5	6	7	
2. To become involved in the learning process for students in college-without-wall program	will be	1	2	3	4	5	6	7	
3. To provide a road to learning that accommodates individual differences in learning rates and prior knowledge	will be	1	2	3	4	5	6	7	
4. To provide audio-visual booths for independent study	will be	1	2	3	4	5	6	7	
5. To provide reorienting services to accommodate students who are starting college careers later than immediately after high school	will be	1	2	3	4	5	6	7	
6. To provide increased services to patrons for self-study and more for life-long learning	will be	1	2	3	4	5	6	7	
7. To conduct adult education programs and serve as a source for independent study	will be	1	2	3	4	5	6	7	
8. To provide resources for the experimentation, production, and evaluation of individualized learning materials	will be	1	2	3	4	5	6	7	
9. To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement	will be	1	2	3	4	5	6	7	
10. To provide a collection of self-study units for student use	will be	1	2	3	4	5	6	7	
11. To provide CLEP testing facilities (College Level Examination Program)	will be	1	2	3	4	5	6	7	
12. To develop individual learning modules for various career courses	will be	1	2	3	4	5	6	7	
13. To offer continued support with audio-visual materials and equipment of the increasingly popular audio-tutorial labs	will be	1	2	3	4	5	6	7	
RE RESEARCH									
1. To provide up-to-date research materials including the use of television, videotaped materials, and other non-print materials	will be	1	2	3	4	5	6	7	
2. To provide academic research services and facilities for the college community	will be	1	2	3	4	5	6	7	
3. To do institutional research for the college community	will be	1	2	3	4	5	6	7	
4. To support individual and institutional research by providing right research materials and information	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
I N	INNOVATION								
1. To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development	will be	1	2	3	4	5	6	7	
2. To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the College	will be	1	2	3	4	5	6	7	
3. To become more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers	will be	1	2	3	4	5	6	7	
4. To provide leadership in educational innovation	will be	1	2	3	4	5	6	7	
5. To become more involved in using people as resources rather than relying on print and non-print materials	will be	1	2	3	4	5	6	7	
6. To become a center of educational innovation in higher education	will be	1	2	3	4	5	6	7	
7. To act as a change agent for the improvement of instruction	will be	1	2	3	4	5	6	7	
8. To become the academic center of the college community	will be	1	2	3	4	5	6	7	
9. To provide innovative learning experiences for the student body	will be	1	2	3	4	5	6	7	
L R	LEISURE TIME AND RECREATIONAL NEEDS								
1. To stimulate intellectual life on the campus through exhibits and services	will be	1	2	3	4	5	6	7	
2. To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits	will be	1	2	3	4	5	6	7	
3. To provide a place to break the strain of constant learning by relaxing with recreational materials	will be	1	2	3	4	5	6	7	
4. To provide appropriate recreational and enrichment materials such as records and audiotapes	will be	1	2	3	4	5	6	7	
5. To provide material, especially non-print media, for individual enrichment as well as classroom use	will be	1	2	3	4	5	6	7	
6. To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
A V <u>AUDIO-VISUAL SERVICES</u>									
1. To provide non-print instructional resources for student use both in the Library and by short term loan	will be	1	2	3	4	5	6	7	
2. To provide a place for course related films, filmstrips, audio-cassettes, slides, and other packaged learning materials for faculty and students to preview or review	will be	1	2	3	4	5	6	7	
3. To supply a wide variety of audio-visual aids to students	will be	1	2	3	4	5	6	7	
4. To introduce more learning seminars and workshops for instructors similar to the ones offered during the Intercession	will be	1	2	3	4	5	6	7	
5. To provide available televised speeches and talks by guest speakers on the campus---especially useful for those students and staff who were unable to attend because of schedule conflict	will be	1	2	3	4	5	6	7	
6. To serve as a preview and information center on film and similar media available for all college courses	will be	1	2	3	4	5	6	7	
7. To produce educational material as needed, such as transparencies, graphics, videotapes, etc.	will be	1	2	3	4	5	6	7	
8. To provide films that represent the most contemporary art or literary form	will be	1	2	3	4	5	6	7	
9. To develop a cohesive plan for development of mediated program review areas consistent with the goals and objectives of the College	will be	1	2	3	4	5	6	7	
C S <u>LIBRARY AS A COMMUNITY SERVICE CENTER</u>									
1. To be an information center for the local community	will be	1	2	3	4	5	6	7	
2. To become a cultural center for the surrounding community	will be	1	2	3	4	5	6	7	
3. To support appropriate organized community programs	will be	1	2	3	4	5	6	7	
4. To provide educational and recreational resources and facilities for community development	will be	1	2	3	4	5	6	7	
5. To permit the outside community to circulate library materials and use the library facilities for meetings and workshops	will be	1	2	3	4	5	6	7	
6. To provide continuing educational aid to all members of the local community	will be	1	2	3	4	5	6	7	
7. To provide new services to serve a heterogeneous population especially if services to public at large are inadequate	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
P R PUBLIC RELATIONS									
1. To advertise what the library can offer to the public	will be	1	2	3	4	5	6	7	
2. To act as a publicity and public relations agent of the College by promoting college curricular and courses	will be	1	2	3	4	5	6	7	
3. To inform the college community of the types of materials available for college learning through adequate publicity and personal public relations	will be	1	2	3	4	5	6	7	
4. To form a library committee which should include appointed or elected members from the student body, faculty, and staff as well as community members	will be	1	2	3	4	5	6	7	
5. To establish communications regularly with newspapers, t.v. and radio stations for "public service announcements" regarding library activities	will be	1	2	3	4	5	6	7	
6. To stress the role of the library as a study center and the heart of the College	will be	1	2	3	4	5	6	7	
CC LIBRARY AS A CULTURAL CENTER									
1. To provide cultural enrichment through the display of art objects and other exhibits of interest to the college community	will be	1	2	3	4	5	6	7	
2. To create and motivate ideas that should promote the personal interest of the clientele	will be	1	2	3	4	5	6	7	
3. To provide a place for people to come and play chess, checkers, etc.	will be	1	2	3	4	5	6	7	
4. To sponsor and house extra-curricular activities, programs, and events whenever possible	will be	1	2	3	4	5	6	7	
5. To become a social center for like minded people to meet and to discuss matters of their interest and get together just for relaxing conversation	will be	1	2	3	4	5	6	7	
6. To provide a controlled area for public and/or private exhibits, cultural presentations, concerts, etc.	will be	1	2	3	4	5	6	7	
MM MICROFORMS									
1. To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces	will be	1	2	3	4	5	6	7	
2. To provide more readers and reader-printers for the use of various materials in microforms	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant Unimportant Somewhat Unimportant Indifferent Somewhat Important Important Very Important							COMMENTS
16	THE LIBRARY COLLECTION								
1. To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them	will be	1	2	3	4	5	6	7	
2. To provide up-to-date library collection to correlate with changing priorities in society and changes in the labor market	will be	1	2	3	4	5	6	7	
3. To obtain sufficient reference material in keeping with the library's function	will be	1	2	3	4	5	6	7	
4. To have a selection of music from the past and the present to show the different historical trends of music	will be	1	2	3	4	5	6	7	
5. To review the collection regularly to meet up-to-date resource requirements	will be	1	2	3	4	5	6	7	
6. To expand in the area of visual arts	will be	1	2	3	4	5	6	7	
7. To prepare library materials for the use of students, faculty, and others	will be	1	2	3	4	5	6	7	
8. To provide a well-organized, easily-accessible, and high-quality collection of instructional materials which support the college curricula	will be	1	2	3	4	5	6	7	
9. To supply leadership and expertise in collection building to support the college philosophy	will be	1	2	3	4	5	6	7	
10. To organize materials, services, and facilities to assure effective integration of the library with the educational mission of the college	will be	1	2	3	4	5	6	7	
11. To provide opportunities for students, staff, and faculty to keep up-to-date on recent library acquisitions and information sources	will be	1	2	3	4	5	6	7	
12. To provide a repository and viewing place for duplicates of all slides which the College owns, such as the Kelsey collection, Mexican artifacts, and the Cybis collection	will be	1	2	3	4	5	6	7	
13. To expand and maintain the up-to-date Vertical File	will be	1	2	3	4	5	6	7	
14. To acquire appropriate resources to meet the needs of the college community	will be	1	2	3	4	5	6	7	
15. To provide selected primary and secondary print and non-print sources for study and research	will be	1	2	3	4	5	6	7	
16. To maintain an archival collection for the College	will be	1	2	3	4	5	6	7	
17. To become a depository library for government documents for this area	will be	1	2	3	4	5	6	7	
18. To provide additional ERIC materials	will be	1	2	3	4	5	6	7	
19. To provide more programmed materials and wide range of learning devices become available for increasing independent studies	will be	1	2	3	4	5	6	7	

APPENDIX D (continued)

Please respond to the following role statements by circling one number after <u>is</u> and one after <u>will be</u>		Very Unimportant	Unimportant	Somewhat Unimportant	Indifferent	Somewhat Important	Important	Very Important	COMMENTS
IA LIBRARY ADMINISTRATION									
1. To develop a better circulation system so that the library clients can use or check out materials with minimal effort	will be	1	2	3	4	5	6	7	
2. To increase mechanization and modernization of the various services of the library	will be	1	2	3	4	5	6	7	
3. To develop modern processing techniques which increase output and decrease time required for processing	will be	1	2	3	4	5	6	7	
4. To produce teaching resources if materials are not available commercially to meet educational needs	will be	1	2	3	4	5	6	7	
5. To perform continuous evaluation of library programs by means of appropriate techniques and measures	will be	1	2	3	4	5	6	7	
6. To speed up book returns, the library should establish a fine policy	will be	1	2	3	4	5	6	7	
7. To secure the library's holdings, a security system is essential	will be	1	2	3	4	5	6	7	
8. To develop more efficient methods to operate the library	will be	1	2	3	4	5	6	7	
9. To implement the concept of accountability	will be	1	2	3	4	5	6	7	
10. To participate in all college activities	will be	1	2	3	4	5	6	7	
11. To secure an adequate budget to provide various levels of library services to meet the needs of the college community	will be	1	2	3	4	5	6	7	
12. To secure qualified staff to make the library functional	will be	1	2	3	4	5	6	7	
IB INTERLIBRARY COOPERATIONS									
1. To cooperate with the community by lending the college resources through other libraries and networks	will be	1	2	3	4	5	6	7	
2. To initiate consortium efforts to avoid duplicate collections when possible	will be	1	2	3	4	5	6	7	
3. To become more involved with other resource centers or libraries by establishing networks of information throughout the county and state	will be	1	2	3	4	5	6	7	
4. To make the collection of nearby libraries accessible to the college community through interlibrary loan or reciprocal arrangements or consortia	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX E

A REFINED DELPHI QUESTIONNAIRE II USED
IN PILOT STUDY

APPENDIX E (continued)

Please respond to the following role statements by circling one number after will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

1. To offer a credit course in the use of reference materials	will be	1	2	3	4	5	6	7	
2. To offer instruction in use and encouragement to utilize the library by patrons	will be	1	2	3	4	5	6	7	
3. To instruct classes and individual students in research and reference techniques and to reinforce classroom instruction	will be	1	2	3	4	5	6	7	
4. To offer more individualized assistance to students, and provide a mediated orientation system for continuous self-instruction	will be	1	2	3	4	5	6	7	
5. To develop a better circulation system so that the library clients can use or check out materials with minimal effort	will be	1	2	3	4	5	6	7	
6. To increase mechanization and modernization of the various services of the library	will be	1	2	3	4	5	6	7	
7. To develop modern processing techniques which increase output and decrease time required for processing	will be	1	2	3	4	5	6	7	
8. To produce teaching resources if materials are not available commercially to meet educational needs	will be	1	2	3	4	5	6	7	
9. To perform continuous evaluation of library programs by means of appropriate techniques and measures	will be	1	2	3	4	5	6	7	
10. To speed up book returns, the library should establish a fine policy	will be	1	2	3	4	5	6	7	
11. To secure the library's holdings, a security system	will be	1	2	3	4	5	6	7	
12. To provide better delivery systems to eliminate need for customers to come to the library	will be	1	2	3	4	5	6	7	
13. To secure an adequate budget to provide various levels of library services to meet the needs of the college community	will be	1	2	3	4	5	6	7	
14. To initiate consortium efforts to avoid duplicate collections	will be	1	2	3	4	5	6	7	
15. To become more involved with other resource centers or libraries by establishing networks of information throughout the county and state	will be	1	2	3	4	5	6	7	
16. To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them	will be	1	2	3	4	5	6	7	
17. To provide up-to-date library collection to correlate with changing priorities in society and changes in the labor market	will be	1	2	3	4	5	6	7	

APPENDIX E (continued)

Please respond to the following role statements by circling one number after will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

18. To obtain sufficient reference material in keeping with the library's function	will be	1	2	3	4	5	6	7	
19. To provide a well-organized, easily-accessible, and high-quality collection of instructional materials which support the college curricula	will be	1	2	3	4	5	6	7	
20. To supply leadership and expertise in collection building to support the philosophy and goals of the college	will be	1	2	3	4	5	6	7	
21. To provide a repository and viewing place for duplicates of all slides which the College owns, such as the Kelsey collection, Mexican artifacts, and the Cybis collection	will be	1	2	3	4	5	6	7	
22. To expand and maintain an up-to-date Vertical File	will be	1	2	3	4	5	6	7	
23. To maintain an archival collection for the College	will be	1	2	3	4	5	6	7	
24. To become a depository library of government documents for this area	will be	1	2	3	4	5	6	7	
25. To provide additional ERIC (Educational Resources Information Center) materials	will be	1	2	3	4	5	6	7	
26. To provide more programmed materials and a wider range of learning devices	will be	1	2	3	4	5	6	7	
27. To act as a public relations agent of the College by promoting college curricular and courses	will be	1	2	3	4	5	6	7	
28. To inform the college community of the types of materials and services available for learning and teaching through adequate public relations	will be	1	2	3	4	5	6	7	
29. To form a library committee which should include appointed or elected members from the student body, faculty and staff	will be	1	2	3	4	5	6	7	
30. To establish communications regularly with newspapers, t.v. and radio stations for "public service announcements" regarding lib. activities	will be	1	2	3	4	5	6	7	
31. To stress the role of the library as a learning resources center and the heart of the College	will be	1	2	3	4	5	6	7	
32. To provide cultural enrichment and create ideas through the display of art objects and other exhibits of interest to the college community	will be	1	2	3	4	5	6	7	
33. To provide a place for people to come and play chess, checkers, etc.	will be	1	2	3	4	5	6	7	
34. To sponsor and house extra-curricular activities, programs, and events	will be	1	2	3	4	5	6	7	

APPENDIX E (continued)

Please respond to the following role
statements by circling one number after
will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

	will be	1	2	3	4	5	6	7	
35. To become a social center for like minded people to meet and to discuss matters of their interest and get together just for relaxing conversation	will be	1	2	3	4	5	6	7	
36. To act as a cultural center for the community	will be	1	2	3	4	5	6	7	
37. To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces	will be	1	2	3	4	5	6	7	
38. To provide more microfilm readers and reader-printers	will be	1	2	3	4	5	6	7	
39. To provide non-print instructional resources for student use both in the library and by short term loan	will be	1	2	3	4	5	6	7	
40. To introduce more learning seminars and workshops for instructors	will be	1	2	3	4	5	6	7	
41. To provide available televised speeches and talks by guest speakers on the campus for those who were unable to attend because of schedule conflict	will be	1	2	3	4	5	6	7	
42. To serve as a preview and information center on film and other media available for all college courses	will be	1	2	3	4	5	6	7	
43. To produce educational materials as needed, such as transparencies, graphics, videotapes, etc.	will be	1	2	3	4	5	6	7	
44. To provide film that represent the most contemporary art or literary form	will be	1	2	3	4	5	6	7	
45. To be an information center for the local community	will be	1	2	3	4	5	6	7	
46. To support appropriate organized community programs	will be	1	2	3	4	5	6	7	
47. To provide educational and recreational resources and facilities for community development	will be	1	2	3	4	5	6	7	
48. To permit the outside community to circulate library materials and use the library facilities for meetings and workshops	will be	1	2	3	4	5	6	7	
49. To provide continuing educational aid to all members of local community	will be	1	2	3	4	5	6	7	
50. To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development	will be	1	2	3	4	5	6	7	
51. To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the College	will be	1	2	3	4	5	6	7	

APPENDIX E (continued)

Please respond to the following role statements by circling one number after will be

	very unimportant	somewhat unimportant	indifferent	somewhat important	important	very important	COMMENTS		
52. To be more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers	will be	1	2	3	4	5	6	7	
53. To provide information and data to users, rather than the container in which they are packed	will be	1	2	3	4	5	6	7	
54. To become a center of educational innovation in higher education	will be	1	2	3	4	5	6	7	
55. To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits	will be	1	2	3	4	5	6	7	
56. To provide a place to break the strain of constant learning by relaxing with recreational materials	will be	1	2	3	4	5	6	7	
57. To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements	will be	1	2	3	4	5	6	7	
58. To become involved in the learning process for students in a college-without-wall program	will be	1	2	3	4	5	6	7	
59. To provide a road to learning that accommodates individual differences in learning rates and prior knowledge	will be	1	2	3	4	5	6	7	
60. To provide reorienting services to accommodate students who are starting college careers later than immediately after high school	will be	1	2	3	4	5	6	7	
61. To provide increased services to patrons for self-study and more for life-long learning	will be	1	2	3	4	5	6	7	
62. To provide resources for the experimentation, production, and evaluation of individualized learning materials	will be	1	2	3	4	5	6	7	
63. To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement	will be	1	2	3	4	5	6	7	
64. To become a center for gifted students	will be	1	2	3	4	5	6	7	
65. To provide testing facilities for CLEP (College Level Examination Program) and other learning programs	will be	1	2	3	4	5	6	7	
66. To develop individual learning modules for various career courses	will be	1	2	3	4	5	6	7	
67. To offer continued support with audio-visual materials and equipment for the increasingly popular audio-tutorial labs	will be	1	2	3	4	5	6	7	
68. To provide up-to-date research materials including the use of television, videotapes, and other non-print materials	will be	1	2	3	4	5	6	7	

APPENDIX E (continued)

Please respond to the following role statements by circling one number after will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

	will be	1	2	3	4	5	6	7	
69. To do institutional research for the college community	will be	1	2	3	4	5	6	7	
70. To support individual and institutional research by providing the right research materials and information	will be	1	2	3	4	5	6	7	
71. To provide expanded academic support for the faculty by analyzing what is happening and showing how the library can assist them in teaching their courses	will be	1	2	3	4	5	6	7	
72. To consult with faculty regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses	will be	1	2	3	4	5	6	7	
73. To continue present curriculum-oriented supplementary role for the College	will be	1	2	3	4	5	6	7	
74. To provide a reading and writing center staffed throughout the day to assist student with subject matter	will be	1	2	3	4	5	6	7	
75. To provide materials that will adequately support and give breadth to the curriculum and thus aid effective teaching and learning	will be	1	2	3	4	5	6	7	
76. To use computer and advanced technology to mechanize the technical and public services	will be	1	2	3	4	5	6	7	
77. To provide more on-line data base services	will be	1	2	3	4	5	6	7	
78. To provide computer-produced book catalogs to make them available at various locations through the College including instructors' offices	will be	1	2	3	4	5	6	7	
79. To provide a section in the library where parents can leave their children while they browse or study	will be	1	2	3	4	5	6	7	
80. To provide high-speed copy machines for photocopying	will be	1	2	3	4	5	6	7	
81. To provide typing facilities for those who do not have such facilities	will be	1	2	3	4	5	6	7	
82. To provide materials and equipment necessary for students to complete learning objectives	will be	1	2	3	4	5	6	7	
83. To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, movies or documentaries might be shown in a viewing room	will be	1	2	3	4	5	6	7	
84. To provide a good place to meditate	will be	1	2	3	4	5	6	7	
85. To provide conference rooms and informal meeting areas for discussion and group meetings	will be	1	2	3	4	5	6	7	

APPENDIX E (continued)

Please respond to the following role statements by circling one number after will be

COMMENTS

	will be	1	2	3	4	5	6	7	
		very unimportant	somewhat unimportant	indifferent	somewhat important	very important			
86. To provide a relatively quiet area with writing space and comfortable seating areas	will be	1	2	3	4	5	6	7	
87. To offer paraprofessional courses in library Science	will be	1	2	3	4	5	6	7	
88. To offer an opportunity for L.T.A. program students to gain experience working in the college library	will be	1	2	3	4	5	6	7	
89. To become a good training center for L.T.A. program students (Library Technical Assistant)	will be	1	2	3	4	5	6	7	
90. To provide a source for human and physical resources needed in learning and teaching processes	will be	1	2	3	4	5	6	7	
91. To provide a general information services as a center for inquiry and information	will be	1	2	3	4	5	6	7	
92. To interpret library collections to the administration, faculty, students, and community	will be	1	2	3	4	5	6	7	
93. To conduct "Great Books" discussion or other similar book review activities for library users	will be	1	2	3	4	5	6	7	
94. To become a resource center for educational training and personnel development	will be	1	2	3	4	5	6	7	
95. To provide aid to students in such areas as research and study improvement	will be	1	2	3	4	5	6	7	
96. To be main center for storage and dissemination of print and non-print media and audio-visual equipment	will be	1	2	3	4	5	6	7	
97. To provide staff development services for the College	will be	1	2	3	4	5	6	7	
98. That the library is very important to the College and should be accessible to all students at all times by increasing the hours of operation	will be	1	2	3	4	5	6	7	
99. To provide diverse types of materials and services necessary to serve the academic community	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX F DELPHI QUESTIONS
MERCER COUNTY



II
COMMUNITY COLLEGE

P.O. BOX B
TRENTON, NEW JERSEY 08690

TELEPHONE: (609) 586-4800

1200 OLD TRENTON ROAD

April 5, 1977

Dear Participants;

Thank you very much for agreeing to participate in my Delphi research study. I appreciate your identifying viable roles for the Mercer County Community College library.

The enclosed second questionnaire summarizes the responses to the first questionnaire. The roles which you identified may not appear exactly as you stated them since I combined related ideas into generic statements. I attempted, however, to retain your basic idea in each new statement.

Please indicate on the questionnaire your opinion of the relative importance of each role expectation for the effective performance of the library by circling one number after will be.

Please return the enclosed questionnaire in the self-addressed and stamped envelope within a week. Thank you very much for your help in my project.

Sincerely yours,

Yong Sup (Sam) Sim
Reference Librarian

APPENDIX F (continued)

Please respond to the following role
statements by circling one number after
will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

LIBRARY ORIENTATION

1. To offer a credit course in the use of the library materials	will be	1	2	3	4	5	6	7	
2. To instruct classes and individual students in research and reference techniques	will be	1	2	3	4	5	6	7	
3. To provide a mediated orientation system for continuous self-instruction	will be	1	2	3	4	5	6	7	

LIBRARY ADMINISTRATION

4. To develop a better circulation system so that the library clients can use or check out materials with minimal effort	will be	1	2	3	4	5	6	7	
5. To develop modern processing techniques which increase output and decrease time required for processing	will be	1	2	3	4	5	6	7	
6. To produce teaching resources if materials are not available commercially to meet educational needs	will be	1	2	3	4	5	6	7	
7. To perform continuous evaluation of library programs by means of appropriate techniques and measures	will be	1	2	3	4	5	6	7	
8. To speed up book returns, a fine policy	will be	1	2	3	4	5	6	7	
9. To secure the library's holdings, a security system	will be	1	2	3	4	5	6	7	
10. To provide better delivery systems to eliminate need for customers to come to the library	will be	1	2	3	4	5	6	7	
11. To secure an adequate budget to provide various levels of library services to meet the needs of the college community	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

INTERLIBRARY COOPERATIONS

12. To initiate consortium efforts to avoid duplicate collections	will be	1	2	3	4	5	6	7	
13. To become more involved with other resources centers or libraries by establishing networks of information throughout the county and state	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX F (continued)

Please respond to the following role statements by circling one number after will be

very unimportant
somewhat unimportant
indifferent
somewhat important
important
very important

COMMENTS

THE LIBRARY COLLECTION

14. To provide copies of textbooks to respond to the needs of poorer students who cannot afford to buy them	will be	1	2	3	4	5	6	7	
15. To obtain sufficient reference material in keeping with the library's function	will be	1	2	3	4	5	6	7	
16. To provide a well-organized, easily-accessible, and high-quality collection of instructional materials which support the college curricula	will be	1	2	3	4	5	6	7	
17. To supply leadership and expertise in collection building to support the philosophy and goals of the college	will be	1	2	3	4	5	6	7	
18. To provide up-to-date research materials including the use of television, videotapes, and other non-print materials	will be	1	2	3	4	5	6	7	
19. To expand and maintain an up-to-date Vertical File	will be	1	2	3	4	5	6	7	
20. To maintain an archival collection for the College	will be	1	2	3	4	5	6	7	
21. To become a depository library of government documents for this area	will be	1	2	3	4	5	6	7	
22. To provide additional ERIC (Educational Resources Information Center) materials	will be	1	2	3	4	5	6	7	
23. To provide more programmed materials and a wider range of learning devices	will be	1	2	3	4	5	6	7	

PUBLIC RELATIONS

24. To act as a public relations agent of the College by promoting college curricula and courses	will be	1	2	3	4	5	6	7	
25. To inform the college community of the types of materials and services available for learning and teaching through adequate public relations	will be	1	2	3	4	5	6	7	
26. To form a library committee which should include appointed or elected members from the student body, faculty and staff	will be	1	2	3	4	5	6	7	
27. To establish communications regularly with newspapers, t.v. and radio stations for "public service announcements" regarding lib. activities	will be	1	2	3	4	5	6	7	
28. To stress the role of the library as a learning resources center and the heart of the College	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	

APPENDIX F (continued)

Please respond to the following role
statements by circling one number after
will be

very unimportant
somewhat unimportant
indifferent
somewhat important
very important

COMMENTS

MICROFORMS

29. To provide more library materials in microfilm, microfiche, and other microforms to increase the collections within limited spaces	will be	1	2	3	4	5	6	7	
30. To provide more microfilm readers and reader-printers	will be	1	2	3	4	5	6	7	

AUDIO-VISUAL SERVICES

31. To provide non-print instructional resources for student use both in the library and by short term loan	will be	1	2	3	4	5	6	7	
32. To introduce more learning seminars and workshops for instructors similar to ones offered during the intercession	will be	1	2	3	4	5	6	7	
33. To provide available televised speeches and talks by guest speakers on the campus for those who were unable to attend because of schedule conflict	will be	1	2	3	4	5	6	7	
34. To serve as a preview and information center on film and other media available for all college courses	will be	1	2	3	4	5	6	7	
35. To provide films that represent the most contemporary art or literary form	will be	1	2	3	4	5	6	7	

LIBRARY AS A COMMUNITY SERVICE CENTER

36. To be an information center for the local community	will be	1	2	3	4	5	6	7	
37. To provide educational resources and facilities for community development	will be	1	2	3	4	5	6	7	
38. To permit the outside community to circulate library materials and use the library facilities for meetings and workshops	will be	1	2	3	4	5	6	7	
39. To provide continuing educational aid to all members of the local community	will be	1	2	3	4	5	6	7	

INNOVATIONS

40. To become an integral part of the college complex, possibly through direct involvement in curricula planning and program development	will be	1	2	3	4	5	6	7	
41. To take the lead in adapting professional library innovations and developments in support of the educational and research objectives of the College	will be	1	2	3	4	5	6	7	

APPENDIX F (continued)

Please respond to the following role statements by circling one number after will be

COMMENTS

	very unimportant	somewhat unimportant	indifferent	somewhat important	important	very important	
42. To be more involved in bringing information to the users; for example, emphasizing resource facilities at extension centers	will be	1	2	3	4	5	6 7
43. To become a center of educational innovation in higher education	will be	1	2	3	4	5	6 7
<u>LEISURE TIME AND RECREATIONAL NEEDS</u>							
44. To provide cultural enrichment and create ideas through the display of art objects and other exhibits of interest to the college community	will be	1	2	3	4	5	6 7
45. To provide a place for people to come and play chess, checkers, etc.	will be	1	2	3	4	5	6 7
46. To sponsor and house extra-curricular activities, programs, and events	will be	1	2	3	4	5	6 7
47. To become a social center for like minded people to meet and to discuss matters of their interest and get together just for relaxing conversation	will be	1	2	3	4	5	6 7
48. To provide materials that will create opportunities for students and staff to develop leisure reading and viewing habits	will be	1	2	3	4	5	6 7
49. To provide a place to break the strain of constant learning by relaxing with recreational reading and viewing materials	will be	1	2	3	4	5	6 7
50. To provide materials and services which stimulate the personal development of the individual beyond basic curricula requirements	will be	1	2	3	4	5	6 7
<u>NON-TRADITIONAL STUDIES</u>							
51. To become involved in the learning process for students in a college-without-walls program	will be	1	2	3	4	5	6 7
52. To provide reorienting services to accommodate students who are starting college careers later than immediately after high school	will be	1	2	3	4	5	6 7
53. To provide increased services to patrons for self-study and more for life-long learning	will be	1	2	3	4	5	6 7
54. To provide resources for the experimentation, production, and evaluation of individualized learning materials	will be	1	2	3	4	5	6 7
55. To provide, supplement, and enhance instruction by providing alternate media and methods of reinforcement	will be	1	2	3	4	5	6 7
56. To become a center for gifted students	will be	1	2	3	4	5	6 7
57. To provide testing facilities for CLEP (College Level Examination Program) and other learning programs	will be	1	2	3	4	5	6 7

APPENDIX F (continued)

Please respond to the following role statements by circling one number after will be

COMMENTS

	will be	1	2	3	4	5	6	7	
		very unimportant	unimportant	indifferent	important	very important			
58. To develop individual learning modules for various career courses	will be	1	2	3	4	5	6	7	
59. To offer continued support with audio-visual materials and equipment for the increasingly popular audio-tutorial labs	will be	1	2	3	4	5	6	7	
<u>CURRICULA</u>									
60. To provide expanded academic support for the faculty by analyzing what is happening and showing how the library can assist them in teaching their courses	will be	1	2	3	4	5	6	7	
61. To consult with faculty regarding acquisition of teaching aids as supplementary instructional materials for specific classroom uses	will be	1	2	3	4	5	6	7	
62. To continue present curriculum-oriented supplementary role for the College	will be	1	2	3	4	5	6	7	
63. To provide a reading and writing center staffed throughout the day to assist students with subject matter	will be	1	2	3	4	5	6	7	
<u>FACILITIES</u>									
64. To provide a section in the library where parents can leave their children while they browse or study	will be	1	2	3	4	5	6	7	
65. To provide high-speed copy machines for photocopying	will be	1	2	3	4	5	6	7	
66. To provide typing facilities for those who do not have such facilities	will be	1	2	3	4	5	6	7	
67. To provide sections in the library where people will be giving speeches, musical recitals, etc. for those interested, movies or documentaries might be shown in a viewing room	will be	1	2	3	4	5	6	7	
68. To provide conference rooms and informal meeting areas for discussion and group meetings	will be	1	2	3	4	5	6	7	
69. To provide a relatively quiet area with writing space and comfortable seating areas	will be	1	2	3	4	5	6	7	
<u>LIBRARY TECHNICAL ASSISTANT PROGRAM</u>									
70. To offer paraprofessional courses in library Science	will be	1	2	3	4	5	6	7	
71. To offer an opportunity for L.T.A. program students to gain experience working in the college library	will be	1	2	3	4	5	6	7	
	will be	1	2	3	4	5	6	7	